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ABSTRACT

The primary purpose of the conference was to develop a general awareness of leisure education as a process for the enrichment of the quality of life. Conference objectives were: (1) to develop an awareness of the relationship of education for leisure and the quality of life; (2) to examine the needs of people at various stages of the life cycle related to leisure and the quality of life; (3) to explore the role of education and leisure service systems in educating for leisure and the quality of life; and (4) to examine the mode of educating for leisure and the quality of life. Topics discussed and papers presented included: leisure education and the quality of life; where are we and where we should be going in leisure education; leisure education for special population; leisure education for and during later maturity; professional preparation of educational personnel; professional preparation of leisure service personnel for leisure education; curriculum perspectives; recreation and leisure service systems; leisure counseling model; and leisure education in perspective. Future conferences will focus upon indepth aspects and the techniques of educating for leisure. (MM)

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1st NATIONAL LEISURE EDUCATION CONFERENCE

"Leisure Education and the Quality of Life"

Florida State University

January, 1975

Program in Leisure Services and Studies

Edited by Jean Mundy and Frances C. Cannon

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PREFACE

In a time when individuals face rapid, dynamic change, a troubled world and a complex societal existency, it is appropriate that Educators and Leisure Service Professionals take time to examine and explore ways in which people can be aided in enhancing the quality of their lives in leisure. Such a task poses an optimum challenge to any profession.

The primary purpose of the first National Invitational Conference on Leisure Education was to develop a general awareness of leisure education as a process for the enrichment of the quality of life. Conference objectives were:

- To develop an awareness of the relationship of education for leisure and the quality of life.
- To examine the needs of people at various stages of life cycle related to leisure and the quality of life.
- To explore the role of education and leisure service systems in educating for leisure and the quality of life.
- To examine the mode of educating for leisure and the quality of life.

It is intended that future conferences will focus upon the more indepth aspects and the techniques of educating for leisure.

Jean Mundy
Frances C. Cannon

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LEISURE EDUCATION AND THE QUALITY OF LIFE

A NATIONAL CONFERENCE

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I

LEISURE EDUCATION

LEISURE EDUCATION AND THE QUALITY OF LIFE

Dr. Tony A. Mobley

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Introduction

Leisure in America is increasing at a rapid pace, bringing on the dawn of a new age of leisure. Many sociologists and social philosophers have described this as the post-industrial society. However, the term, post-industrial, suggests a natural progression which comes immediately after a major industrial thrust. The implication here may be far too conservative because what is happening in today's society in America may be best described as a "quantum leap" into a new age, which will earn its own designation. It may require the vantage point of the historian of the year 3000 in order to give it a label.

Leisure is assuming a major place in the lives of most people as shown by almost every social indicator available today. Enough has happened to suggest the possibility that life could be built around a central theme of leisure rather than work.

It would be foolhardy to suggest that work will no longer be important, but it will require a smaller proportion of available time, particularly those on an hourly schedule. Although it must be recognized that this group constitutes an increasingly smaller portion of the working population. When one suggests that leisure is going to increase and work will decrease, it is often misunderstood because listeners tend to hear that work will be unimportant. It is not suggested that work will be less important, but only that it will require a smaller proportion of one's time. Even though the "work ethic" is still extremely strong, the life orientation of large numbers of individuals is shifting toward leisure. The central

meaning of life may eventually be derived from leisure experiences.

Social Phenomena

At the risk of repeating all too familiar projections, it seems appropriate to briefly review some of the expected social phenomena that will influence leisure during the later 1970's and on through the year 2000.

1. In spite of the recent decline in the birth rate, it seems likely that the population of the United States will exceed 350 million by the year 2000--almost double the population in 1960.

2. Medical Science is increasing life expectancy, giving millions of Americans years of leisure beyond the decreasing age of retirement.

3. A major problem is related to population distribution throughout the country. It is expected that at least 85% of the population will live in metropolitan areas by the year 2000. Many aspects of urban life are affecting leisure patterns, and problems of urban areas are well-known and do not need to be repeated here

4. A closely related concern in that of population mobility. More than 20% of the population changes residencies each year, and this percentage is much higher among young adults. American culture has valued the concept of a "home place," but high mobility prevents individuals from developing a sense of belonging, or any sense of permanency.

5. Travel will continue its enormous expansion in spite of the energy crisis because Americans are unlikely to abandon their desire to travel to new places. The form or method of transportation may change, but the amount will only increase. At the present rate, the number of automobiles will double by the year 2000, if, in fact, the automobile remains a viable means of individual and family transportation. Air travel is expected to increase tenfold by the year 2000. It is believed that at least one-half of all travel is related to leisure in some way.

6. The much-talked-about environmental quality continues to deteriorate, and unreclaimable open space falls victim to unplanned urban sprawl.

7. Even though the cost of living has been spiraling upward, personal income, as it relates to the standard of living, also continues to increase at a rapid pace. This provides more disposable income for the leisure market, which is expected to go beyond $250 billion during 1975 according to Merrill, Lynch, Pierce, Fenner, and Smith

Inc. While dollars expended do not represent an adequate measure of the leisure experience, it does demonstrate something of the value that is placed on the consumption of leisure experiences which require a financial outlay.

8. The effects of automation, industrialization, and/or cybernation are obvious. The production of goods and services has become overwhelming. These make life easier, more complex, and provide more leisure, but in recent days large numbers of workers are rebelling at the boredom of the automated existence and the frustration of job displacement and alienation, which bring personal satisfaction. Industry is now attempting to offset this development through various organizational patterns to reduce job monotony, but this represents only a symptom of a deeper issue.

9. The average work week will drop to thirty hours, or less, by the year 2000. The significant development may not necessarily be the decrease in the number of hours but the restructure of the work schedule into three and four day work weeks, which provide for great blocks of free time during the longer weekend. Ten hours of leisure in one block represents much greater potential than five blocks of two hours each.

The composite picture from reviewing the above factors is that of more and more Americans living in crowded, polluted, urban situations; feeling less identification with neighbors they do not know; with the capabilities of far-ranging travel; more dissatisfied and alienated by the boring, automated work which they feel compelled to continue because of the standard of living it brings; while at the same time obtaining many additional hours of discretionary time which they do not know how to use creatively. This may be a very bleak outlook or tremendously exciting, depending upon the ability of the individual to assimilate these changes for greater individual meaning and satisfaction. However, the news media every day brings accounts of Americans racing off in all directions chasing the elusive, meaningful, abundant life. There is, however, very little evidence to support the position that they are successful in their quest.

Work Week

The single most significant factor in recent years affecting the leisure patterns is the four-day work week. Several hundred companies, agencies, institutions, etc., are now regularly working the four-day week. In the meantime, several other companies are experimenting with the three-day work week. Reactions have been mixed, but the overall indications are that the three-day work week will be a reality for millions of American workers within the next few years. Only a short time ago, it would have been difficult to imagine a three or four-day weekend--every weekend.

The new trend toward the initiation of "flex time" where a worker may choose what time he, or she, wishes to begin work in the morning and leave work in the afternoon, within certain limitations will greatly influence scheduling patterns. The rescheduling of the work week providing for concentrated periods of work, as well as concentrated periods of discretionary time, represents the beginning of revolutionary changes in work/leisure patterns.

When the weekend becomes almost as long as the work week, a tremendous strain is placed upon the "old work ethic." A new leisure ethic must be developed in this society if individuals are to cope with mass leisure.

Concept of Leisure

No attempt was made at the outset of this presentation to define the terms leisure, free time, or discretionary time. There is much debate, and disagreement, on the part of the social philosophers, recreation and parks professionals, and other interested individuals as to the precise, or technical meaning, of these terms. Some define

leisure as a measurable quantity of time reflected in free time, or discretionary time, separate from activities related to work and self-maintenance, including related obligations. Others, however, see leisure as a quality of experience, or state of mind, which one may achieve as a result of his general life orientation. There are numerous sophisticated models, and paradigms, outlining the various approaches to these concepts. However, for our purposes here, it would not be productive to explore them in any great detail. Suffice it to say that the topic of our discussion, "Leisure Education and the Quality of Life," is oriented toward that portion of one's time when the individual is free from work and other mandatory activities or compelling obligations.

Most individuals in our society will indicate that they have no free time because of the busy, hectic pace of modern life. While everyone may share that feeling on many occasions, this not quite an accurate statement of their condition when free time is viewed in a broad context. What usually happens is that individuals voluntarily schedule their free time, because of wide-ranging interests, societal pressures, and other individual needs. Once these voluntary, free time, enjoyable experiences are scheduled, they have an insidious way to commanding attention and making the individual feel pressured to keep up with the schedule.

This is not only happening in the United States, but for perhaps the first time in modern civilization, the citizens of other countries are also experiencing greater amounts of free time. Sophisticated research is now underway on a worldwide basis to determine the implications of mass leisure. It would indeed be unfortunate if scholars in the United States lag behind in pursuing this important area.

Leisure Education

The basic question appears to be whether leisure, as it is presently known, will be a blessing or a curse to modern man. The answer appears to lie within man's knowledge and ability to use it for the creative improvement of the general quality of life. The educational system in this country, and throughout the world, has been geared to preparing individuals "to make a living" rather than teaching them "to live." The Cardinal Principles of Education, adopted early in this century, called for education for the worthy use of leisure. Unfortunately, this goal has received relatively little attention during the ensuing years. The philosophy and methodology of education must be broadened to include education for leisure if it is to relate to the total person. When the necessity of work is no longer the dominant factor in one's life, then that person must be prepared for meaningful non-work life experiences.

It is interesting to note that almost every aspect of man's cultural heritage, with the possible exception of the technologies, has been developed during leisure; for example, most of the great artists, composers, athletes, philosophers, politicians, etc., originally developed their abilities during free time. Eventually, many of these individuals capitalize upon their abilities, but their origins lay in leisure. As indicated, the technologies may be the one exception, but even many important inventions began as a part of a backyard or garage hobby.

One might argue with the previous statements, but it does serve to illustrate the tremendous potential that leisure has always held for the improvement of the quality of man's existence. With the almost sudden, significant increase in great blocks of discretionary time, the potential is expanding beyond all earlier expectations. This is certainly not a new concept for educators or for recreation and leisure service profess-

ionals, but it is against this background that one must view the deliberations in this conference.

General education programs at all levels, as well as professional preparation programs, are at a critical juncture in providing an appropriately educated man-power supply to meet the leisure services needs of the citizens of this nation and the world. The impact of new life styles and the acceleration of change in society absolutely require a new breed of professional who is firmly grounded in the knowledge and experience developed in the past, but with the creative imagination to cope with the revolutionary changes in leisure concepts and leisure demands.

Mission of Leisure Service Professions

The essential mission of the recreation, parks, and leisure service profession must be to improve the quality of life for all people through creative, meaningful, leisure experiences. No other profession has this mission as its "reason to be." Many other fields make contributions to this mission, but it is not central to their existence. This mission may be accomplished through at least three means: (1) the provision of park and recreational facilities for self-directed as well as organized recreation; (2) the provision of opportunities through structured programs; (3) the development of attitudes, knowledge, and skills through leisure education.

It is in this last area where educators and leisure specialists must work closely together in the development of attitudes, knowledge, and leisure skills. By the time an individual comes to a recreation and parks program, it is already too late to have much influence in the affective domain relative to leisure patterns, values, and ethics. At the same time, one of the things that must be recognized is that it is not possible, nor is it even desirable, that structured programs be provided for all people during all of their discretionary time. While

there is presently very little research to support this proposition, probably no more than 10% of an individual's leisure time is spent in activities structured and sponsored by a private, quasi-public, or public agency. This obviously means that an overwhelming majority of one's free time is utilized in self-directed, non-structured, "unlead" experiences. The individual, therefore, must have the appropriate affective, cognitive, and psychomotor capabilities to capitalize on this potential.

Someone has said, "Work may make a man stoop-shouldered or rich, it may even ennoble him, but leisure perfects him." If the goal of one's life is an appropriate balance between meaningful and satisfying work and meaningful and satisfying leisure, then we must provide adequate preparation for an individual to achieve this type of leisure.

Present Challenge

Far too many individuals are frustrated with too much free time. They are bored. They feel guilty about "doing nothing." They fear mass leisure in retirement. In spite of the hectic pace of life, particularly for the professional person, millions of Americans are experiencing these types of frustrations.

If the goals outlined in the Cardinal Principles of Education are to be achieved, then a concerted effort must be made in the development of individuals to achieve a higher level of understanding of this issue.

One word of caution at this point; in our zeal to make leisure meaningful, it is important not to impose the "work ethic" back on top of our leisure by implying that leisure must be productive and utilitarian in nature. The aspect of freedom is the very essence of leisure.

Leisure education is not a new content area to be added to the school curriculum. It is rather an approach to many of the things we

are already doing. It relates to emphases, examples, and orientations used in the classroom which are extremely subtle in nature, but they send a very direct message to the student that work is the most important thing in one's life.

Leisure education can best be defined in terms of process rather than content per se. It is viewed as the process through which an individual develops an understanding of himself, leisure, and the relationship of leisure to the quality of his individual life and the fabric of society. ("Leisure Education: The Florida Model").

It should be clearly understood that we are not talking about the teaching of skills. This is being done already. It is the development of attitudes, understandings, concepts, etc., which enable the individual to utilize the skills already acquired, in most cases, to benefit another aspect of life.

There are vocational counseling programs, but where are the avocational counseling programs? Career education is currently "in vogue," and this is an excellent program. However, leisure education relates to non-career education. When will these programs emerge?

A new thrust into any area is always very difficult, however, major strides have been made in recent months in generating interest as well as developing materials in the entire area. Dr. Jean Mundy here at Florida State University has provided significant leadership in this area through her own research and cooperative activities with many of the individuals attending this conference. She also chairs the Leisure Education Committee for the Society of Park and Recreation Educators. This Society has listed leisure education as a very high priority in its long-range goals statement which was just released. The National Recreation and Park Association has also listed this as one principle

mission. NRPA is involved in a cooperative venture with the Department of Defense in establishing experimental leisure education programs in overseas dependent schools of the Armed Forces. This is an excellent available laboratory for testing some of the concepts we have discussed. This conference, itself, represents an important accomplishment from which we can develop the basic foundation upon which educators, curriculum specialists, etc. in conjunction with leisure service professionals, can build a program which can be personal in nature, but national in scope.

It is very easy to identify problems, but more difficult to suggest specific solutions. This speaker does not have solutions to all the problems which have been outlined in the preceding comments, but he is completely convinced that the leisure service professionals in general, and educators in particular, must meet this challenge if leisure is to remain a viable and contributing force in the American society.

The rapidity of change will bring vastly different life styles and value systems in the years to come, and leisure will play a central role as it has a dramatic impact in determining the quality of life. The problems are legion, but so are the opportunities and potential!

LEISURE EDUCATION

Dr. Joseph W. Crenshaw
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Elementary and Secondary Division
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I suppose I should begin by disclaiming any qualifications for speaking to you on the announced subject.

Leisure Time, as I have understood the concept, is a commodity of which I seem to be always in short supply.

When you are vitally involved in the reorganization of an agency as large as the Department of Education, you have everything but time on your hands.

I did have a short vacation recently. Having gone without a period of rest and recreation for nearly two years, I made a brief sojourn abroad, expecting to come back refreshed and revitalized, only to find on my return home that my neighbor had burned my house down.

Since then I have been digging out of the ashes, removing debris, and trying to raise my house again. So the simple fact is I have had hardly a moment to think about, let alone employ constructively, any leisure time.

I am told by my advisors, however, that the kind of leisure we are concerned with here is not time when there is nothing to do. Instead, it is time which we must budget from our allotted amount to be used for enhancing and enriching the quality of our lives. It becomes then quantitative. Not what to do with time on our hands. But how to use some of our discretionary time for improving our individual life styles and promoting the life-time growth and development of ourselves as self-fulfilling individuals.

One definition of leisure which I like is the constructive use of uncommitted time. This rules out time wasted, time in which nothing is done, and relegates it to a category other than leisure.

I am also concerned, as we attempt to define more sharply the concept of leisure, about the tendency to equate leisure time with recreation. Leisure has three basic functional aspects -- relaxation, entertainment, and development. Recreation comprises only relaxation and entertainment. It is the third component, development, that distinguishes leisure from recreation.

Education fosters development. The lack of education, whether formal or informal, keeps many of us from being aware of our potentials.

It is not unlikely that an appreciable number of potentially great thinkers and geniuses in America go undiscovered by our present educational system.

There are celebrated examples on record to support this thesis. When Thomas A. Edison was a boy, his teachers told him he was too stupid to learn anything. Leo Tolstoy flunked out of college. Emile Zola got a zero in literature in his university course. Louis Pasteur was rated "mediocre" in chemistry when he attended the Royal College. Fred Waring was once rejected for high school chorus. Albert Einstein once failed mathematics in school, and Winston Churchill failed the sixth grade.

Present education systems in America are oriented to the past, to an outmoded concept that trained people for specialized adult roles. It was felt that once one "got his learning" it was no longer necessary to be involved in any way in educational endeavors.

More important than acquiring specific skills, we now know, is the acquisition of a universal skill, the skill of continuing learning -- using knowledge and its systematic acquisition as the foundation for

performance.

We cannot really be free to learn, to work, and to experience -- in a single word, to develop -- until we have the self-confidence and ability to do so.

If the confidence remains within the schoolhouse, it is irrelevant for the individual. Education's contributions to constructive use of uncommitted time is to produce self-reliant learners and learning facilities.

The aspect of development delivers men from automatism of thought and conventionalism of everyday actions and allows freedom for culture of body and spirit and dynamic expansion of personality.

Leisure does not necessarily mean freedom from work. It does mean freedom from the necessity to work. Leisure has no particular activities. Men in a leisure condition may do anything. Much of what they do an outsider may consider suspiciously like work. The secret is: not having anything to do, do something.

A learning culture must evolve in which all people have maximum opportunity and stimulation to pursue aesthetic expression and have the widest range of learning experiences. Developed within each person should be the ability to discern and select among a full spectrum of creative, alternative leisure opportunities to enhance individual and collective well being. Within this culture people will be better prepared to define and understand what enjoyment of living really is.

The concensus of opinion is that education will be the tool used to implement this learning culture. The educational process can encourage a new attitude of uninhibited leisure quests.

Now with that much of an introduction, let me attempt to answer the questions that are implied or expressed in the topic I was assigned to discuss. To the questions where are we in leisure education and where

should we be, I can offer amazingly simple answers. We are behind and we should be farther ahead. The question where should we be going in leisure education requires more careful thought and a more detailed answer. I must necessarily approach the question from the public school educator's point of view because that is where I am positioned and where my experience will enable me to speak more knowledgeably and with more conviction.

The public schools have not sat idly by. Enlightened educators are aware that the school shares the responsibility for educating the current generation and the next in how to develop a quality of life in a leisure - oriented society.

In the past one of the legitimate goals of education has been to transmit a body of knowledge from one generation to another. The incredible explosion of knowledge has made this purpose no longer functional. Knowledge, which doubles every eight or so years, becomes out of date overnight. Individual facts are about as useful as disposable diapers. Our purpose now is not to transmit knowledge but to pursue knowledge. Who but a few of us needs to know that the oppossum shrimp has its ears in its tail or that the sea cucumber has no head and when cornered hurls its entrails at its enemy. How much more important it is for a student to dwell on learning the intricate skills of interpersonal relationships instead of familiarizing himself with the peculiar hearing devices of a shrimp or the messy defenses of a sea cucumber.

Alvin Tofler says that a student has the right to question what he's being taught. He should ask his teacher "What does this have to do with my tomorrows?", and if a case cannot be made for its relevancy, the student should tell the school to forget it. A student should not be forced to study something which will not help him in the future or which he is not studying for the pure love of it.

Now we might debate for a long time the first part of this statement but it is the second that is important to us here. Just as there is no reason why a student should study something which will not be important to him in the future, it is important that he not be prevented from studying something which he wants to even though the reason for studying it is no more than an intense interest in it and love for it.

Almost all of us recognize now that the crucial process in any school is the learning rather than the teaching process. Innovative teachers and administrators are correctly making the assumption that the curriculum should be developed according to what students need to learn rather than what content teachers like to cover. This new emphasis moves the educative process from teacher transmitted content to learner acquired competence.

Too long we have held to the puritanical notion that learning must be hard work. If we are to explore the great range of educational options our times suggest, we must stop punishing students with the idea that learning to be effective must be wearingly distasteful and dull.

It is the general consensus of futurists that we're moving toward one of two possible futures (assuming that we have a future). One they have called "the friendly fascist state" characterized by increasing control and coercion in order to solve the very real problems of resources and production that we are facing. The other directional possibility would appear to be a much less centralized society with emerging variations of life styles, less emphasis upon material goods, and increasing concern for participation in decision making, liberation, and pluralism. In either case the schools must assume a leadership role in helping shape our future.

The movement toward coercion and increased control is clearly evident in such thrusts toward problem solutions as tightened accountability, performance contracting, teacher competency, instructional systems, behavioral objectives, behavior modifications, national and state assessment, and programs for educating the culturally different.

The alternative movement, toward greater liberation, pluralism, and participation is often manifested in the concern for affective education, decentralization, community participation, shared power, human rights, equal treatment of minorities in practices, materials, and programming, and a general desire to provide alternatives in choice and programmatic options to parents, students, and school staff.

Schools must respond to the two basic directions with commitment and action. Given the pragmatic options, my humanistic background leads me toward the concept of cultural pluralism. Cultural pluralism may be defined as a commitment to the values of personal and group liberation, participation, and pluralism which will help carry us toward the kind of society we desire.

Pushing aside for the moment such things as coercion and control, accountability and teacher competency, behavioral objectives and behavior modification, assessment and vocationally oriented curricula, let us turn to the possibilities that are offered for solving the problems we face by using the creative approach.

You can see by now that my concept of the humanities is a much broader, much more inclusive one than is represented by a course in lifetime sports, or a course in the humanities devoted largely to music, art, and drama, offered late in the senior year in an already crowded curriculum, on an elective basis, to students who are probably going to college anyway and would get it there.

I maintain that leisure education is an all pervading concept that must respect no disciplinary lines and no grade levels, that should be taught whenever and wherever the opportunity presents itself, at all grade levels and in all curriculum areas. It is only in this manner that we can get to those students who drop out of school, or who graduate and go into the world of work instead of college, or who do not elect to take the humanities course in either high school or college.

There is an inherent danger here that is what is everybody's business will become no one's business. But experience has taught us that this difficulty has been overcome in other areas and it can be done in this one as well.

We can learn much from experiences that we have already had. We know that our efforts to develop moral and spiritual values which have extended over a long period of time, but which were exacerbated at the time of the Supreme Court decision concerning prayer in the schools, have provided us with an example of how we may utilize all school personnel and all areas of the curriculum at all grade levels in a concerted effort to foster desirable growth in a noncontained area.

The development of moral and spiritual values, somewhat like the leisure education, is not a subject to be taught. It is a personal kind of growth which is internal in nature. The promotion of growth, its nurture and cultivation, can take place in a variety of climes. The concept of teaching moral and spiritual values is not a defensible one. The concept of developing in a youth a sense of values is defensible.

New emphases in education which have developed in the last decade or so are leading us in the right direction. For example, the move from strictly vocational education to the broader concept of career education has enabled us to shift from an emphasis on making a living to making a life. Career education is not a course to be taught. Career education

is not vocational education. It is not general education. It is not a curriculum. It is not the development of salable skills.

Career education is a concept, an all pervading concept, which permeates the curriculum at all grade levels, in all subject areas. Career education has great implications for leisure education. In the elementary school, career education means enhancing the self concept of the individual, promoting in him an awareness of his importance as an individual, his worthwhileness, his capability for living a self-fulfilling life. In the junior high school or middle school we move toward the exploration of life styles. Students at this point are introduced to a variety of life styles and perhaps to some of which they might have otherwise remained unaware. At this point, a student must give some thought to whether he wants to lead an indoor life or an outdoor life, an active life or sedentary life, a life which requires manual dexterity or intellectual excellence. In other words, he should be given a variety of options so that he may explore those which appeal to him most and decide on a few for indepth consideration.

The best advice you can give a student is to advise him to find out what he likes to do best and then to earn his living by doing it. In the high school in career education we begin to look at what a student has to be able to do in order to support himself in the life style that he has chosen. He determines what skills are necessary, what knowledge he must obtain, what orientation is required, whether prior service or inservice training is indicated, and a variety of other things that precede his actual entry into the vocation. After all of this is complete, then the student begins to learn to do those things which he has identified as necessary to be done, if he is going to support himself in the life style he has chosen in order to live a self-fulfilling life. It is at this point, late in his secondary education, when he begins to

develop these skills, that the work becomes vocational. The cross-disciplinary approach, the multiple opportunities for introducing the student to valuable educational experiences that will lead him toward a productive life, and the support and assistance that his educational advisors can give him toward choosing the right aveneus to follow in the search for a life that will be not only productive but all satisfying, all are part of the educational process for preparing individuals for a lifetime of purposeful living in which every moment of precious time counts for the most.

A wide variety of paths leading to completion of requirements for graduation from high school should be made available to all students. Individual students must be encouraged to assume major responsibility for the termination of their own educational goals, the development of the learning activities needed to achieve those goals and the appraisal of their progress.

Secondary schools should establish extensive programs to award academic credit for accomplishment outside the building and for learning that occurs on the job whether that job be undertaken for pay or love or for its own sake. Community involvement will, of course, be required of such a program and should be as encompassing as possible. Differing time sequences - hourly, daily, weekly, yearly - must be made available so that educational programs can be adapted to the needs of individual students. Credit can be granted on the basis of competence demonstrated, experience, and a host of other assessments. Museums, parks, libraries, theatres, factories, offices, and the like become classrooms for students preparing for life in a real world setting.

Discussion of the desirability of various alternative environments for use are very much hampered by the lack of appropriate instruments to measure the impacts of social institutions on those within them. Often

measurement is limited to measures of academic success and economic success. These measures do not capture all the important aspects of an institution's impact. More research is needed on noncognitive measures of personal development and on more direct measures of social well being. The fact that we can neither measure nor agree on a definition of what constitutes a good life should not deter us from trying to improve the measures we have and to develop new ones. Accountability, behavioral objectives, that do not encompass the affective domain fall too far short, do only a part of the job.

There are currently five major studies available to us concerning the direction of secondary education. Without exception these studies are concerned with the development of the human being as a functioning individual in the society of the future. One aspect that comes in for more than ordinary emphasis is compulsory education. There is strong support for the abolition of compulsory education and even stronger support for reducing the age of compulsory education to fourteen or to completion of the eighth grade which ever comes first. It is felt by some that the threatening quality of enforced education in America has taught children to hate school, to hate the subject matter, and tragically, to hate themselves.

At the same time it is proposed that a free public education should be provided for those students who are interested in remaining in school until the end of their fourteenth year. In fact, some of the major studies are recommending that a voucher system be employed after high school graduation that will be equal in value to the cost of a four-year education and will be usable by the graduate at any time in his future life that he finds it will be helpful to have additional education. This might occur immediately after high school graduation, somewhere else in adulthood, or even old age. It would also provide for entry and

reentry into education when it became necessary or helpful to get additional training or information to serve any purpose that the student had in mind. There is no good reason to believe that college education should follow close upon the heels of secondary education. In fact, there is much evidence to be found in the record of the returning soldiers from World War II that the interim that they spent in the army before they went into their higher education contributed to the seriousness of purpose and the high quality of results of the educational experiences provided by the GI Bill of Rights.

Some of the studies indicate that action learning is a desirable alternative to the traditional methods we have known. Action learning implies a hands-on process and this would serve as well in the area of the leisure education. Learning about music, literature, and art will never equal the attempt to play an instrument, sing in a choir, paint a picture, act in a play, or write a poem. Of course, the products will not always be superior, though some may be, but our purpose is not to develop a performing artist, but to develop an appreciation of the art.

Exposure alone can do a great deal toward developing leisure literacy. All of us know that until television, pitifully few educated people had ever seen an actual ballet performance, or until radio had ever heard grand opera. The Texaco Company through Saturday afternoon broadcasts has done more to promote the appreciation of opera than all of the schools combined.

I have now spoken long enough and probably said too much, and at this point I should stop. But I hope you will indulge while I tell you of one area of the public school curriculum which has comprehended, embraced, and implemented the leisure education concept perhaps better than any other.

I am speaking specifically of physical education, an often misunderstood, sometimes maligned, and always underrated instructional area.

Not many people any more equate physical education with calisthenics. Those who do could not be more mistaken.

Physical education in the schools has become a well-planned, highly organized, systematically run program of instruction with carefully formulated objectives and comprehensive evaluation devices for measuring terminal performance, determining entrance ability for placement purposes, and certifying eligibility for exemption on credit by examination.

Activities are divided into forty-four competencies grouped into ten clusters. Among others, the clusters include physical development and conditioning, movement and dance concepts, aquatics, recreational games, and lifetime sports.

It is in the area of lifetime sports that physical education teachers and planners seem to have caught the spirit and moved out ahead in the effort to educate for leisure.

Mr. Phil Roundtree, our state physical education consultant tells me that in Florida the emphasis on lifetime sports has been extended to include not only the commonly accepted lifetime sports of golf, tennis, bowling, fencing, and archery but also paddle ball, badminton, and - of special interest to Floridians - angling.

Fishing is one of man's oldest endeavors. It began as a quest for food with primitive equipment and was first advoquated as a sport by Izaak Walton in 1653.

The art of angling takes many forms--ranging from the small boy with a bent pin on a string to the deep-sea fisherman strapped to his seat trolling from a power boat. The enjoyment these anglers receive is not dependent upon the quality or amount of equipment but on the degree

of skill to which the angler utilizes the equipment he has.

With increasing leisure time and a spiraling economy, more and more persons are seeking an activity that is relatively inexpensive, even at times lucrative. The enjoyable relaxation of recreational fishing appears to be the answer for an estimated 30 million Americans annually. Fishing knows no sex, age, race, or health limitation. The physically handicapped have found angling a sport in which they can be competitive and a source of healthful outdoor activity.

Thousands of Florida residents can enjoy the serenity of the state's 30,000 named lakes and its 3,750 miles of tidal coastline if they are given an opportunity to learn to fish while in school. The thrill and excitement of the first "water-busting" catch always outweighs the fish and leaves a special mark on the spirit. It is difficult for a boy to have a line in the water and be a deliquent at the same time. An angling man has no time for the more sordid things of life. As for women, what surer way is there to enrich a life or even catch a man than with a treble hook and a tight line.

Each lifetime sports program, like the one for angling, provides the learner with a variety of goals and is geared toward the development of attitudes and skills which could lead toward participation in activities throughout the students' lifetime, with special provision for individualized instruction in lifetime sports elected by the students.

Mr. Rountree also tells me that in a recent survey of 290 senior high schools in Florida, it was found that in 95% of them a program had been implemented to provide students an opportunity, through in-depth study, to become proficient in at least two activities of a lifetime nature of the student's own selection from the course offerings of the school.

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I could relate to you encouraging developments in other areas as well. Community education, environmental education, and consumer edu-

cation are examples of areas where manifold opportunities exist to educate for leisure, and the curriculum planners in these areas, like physical education, are consciously pointing their learning activities in this compelling new direction.

WHERE ARE WE AND WHERE SHOULD WE BE GOING IN LEISURE EDUCATION

Dwight Rettie
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Washington, D.C.

A mark of a good conference is the fast "footwork" that speakers have to go through in order to keep pace with the discussions. You have a good conference going because I have had to re-write my speech three times since we started this morning. That's kind of exciting for me. I got wiped out about 50% by Tony Mobley, and Dr. Crenshaw not only said some of the things that I was going to talk about but he also said some other things with which I want to argue. So that meant I had to re-write my speech again.

I would like to begin however, if I may, on behalf of the National Recreation and Park Association, by congratulating not only the SPRE Leisure Education Committee but Jean Mundy and others here who have put together this conference. I hope it's the "first annual" conference on leisure education because it's got to be the beginning and not the end of something. It's got to be the beginning of a long process that I see happening in the United States and elsewhere in the industrialized world to develop something that we call a Leisure Ethic.

If I may, I would also like to give a special measure of thanks to, and recognize the presence of, two present members of the NRPA Board of Trustees, my bosses, Drs. Janet MacLean and Doris Berryman. Both are in attendance as well as a distinguished former Trustee of NRPA, Dr. Edith Ball. It's a pleasure for me to have you here in particular.

I sense considerable discomfort among some of the people here, even

among some of the speakers, in dealing with the term Leisure (to rhyme with measure). If I sound as if I'm mispronouncing that word it's because I am really very uncomfortable with the word Leisure and I would like to change it to something else. I had the good fortune to make a short visit to Australia earlier this year, or last year I should say, during the course of which I became quite comfortable with the term Leisure. I think that the Australians for the most part, not having some of the intellectual and institutional baggage that we carry, are trying to develop a new comprehensive Leisure system, and they have a little something on us in that they are not quite as troubled by that word as we are.

I am also troubled by the fact that we probably spend too much time trying to define Leisure. We have all kinds of hang-ups with the word. It gets all mixed up with the deeply institutionalized work ethic we have in this country. If I may, I would like to give you some contrast from the views of at least two of the speakers who have already spoken this morning. One of our speakers referred to leisure as a reward for work, as pleasure, as fun, as a change of pace. Another speaker said it specifically isn't the process of doing nothing, that it is entertainment, that it is development, that it is doing something constructive. I don't know that I can give you a very easy definition of leisure. I wish I could because I think leisure is something more than recreation. I wish recreation was synonymous with it, but unfortunately it isn't. I wish that leisure was something different from work; however, I think that's part of our problem, too. We tend to draw a dichotomy between work and non-work. Such a dichotomy is not particularly useful when we start talking about the whole man and not just the working man.

Almost everything we have in our culture is geared to the world of work. As I was reflecting on these thoughts, I talked with my children

about their own educational process. I suppose I should add for the benefit of those educators here that I am not an educator by profession. But I'm a parent and that makes me an expert on education! I went through two of my teenage children's textbooks on mathematics, with their help, and I'm actually going to read for you some problems that I found: "A merchant mixes his tea worth 90¢ a pound with some worth $1.50 per pound to make 20 pounds of a blend which can sell for a $1.20 a pound. How many pounds of each kind of tea does he use?" "A dealer bought an air conditioner for $150.00. By selling it at a discount of 25% on the list price, he made 5% on 20% of the cost. Find the list price." "Working alone, a mechanic can do a job in six hours but his helper needs 15 hours when he works alone. Together they do the job and half the work in twice as long as the mechanic. How long does each work then they can do the work together?" I could not find in either of my children's textbooks a single, solitary problem that either was not totally abstract--such as find the angle of this or that--or was not related to work. My finding seemed something of a challenge to my 17-year-old teenager who does not like for me to be very dogmatic about anything. So he sat down with his book for about an hour and finally came up with this problem: "A rectangular swimming pool, whose length is twice its width, is to be surrounded by a cement wall 4 feet wide. The total area to be covered is 2880 sq. ft. Find the dimension of the pool." But is that Leisure Education? I submit that it isn't.

The fact of the matter is we barely do a tolerable job of educating people for a good job. We do almost nothing to educate people for a good life. We teach people how to get a job, how to keep one, or how to find another one if they don't like the one they have. We instill in people from the time they begin school, and indeed long before they ever get there,

an absolute terror of being unemployed, an absolute terror or not having anything constructive to do, and mostly an absolute terror of not being economically productive. What other explanation is there for the fact that in our culture when people have a little free time, what do they do? They get a second job. Many, many times not because they need it for economic purposes, but they don't know what else to do, they don't know what kind of resources are available to them. And if they did know what else to do, it would be a social embarrassment to do it.

But the picture isn't by all means clear because the truth of the matter is that the leisure business of the United States is one of the largest businesses in the world, and I suspect that the people involved know more about leisure than we are willing to admit. They are ahead of our leisure institutions at all times, both the park and recreation movement and the educational movement.

We are all wound up, it seems to me, too much with the world of work. I just wonder what would happen if we began to dismantle the bureaucracy that we have set up in our culture to enforce the work ethic. Almost every welfare agency in the United States is an enforcement agency, trying to force people to work or to insure their sense of guilt and social isolation because they aren't working. I read not too long ago a famous report, badly suppressed by the government, from the Department of Health, Education and Welfare called "Work in America." It's full of some very interesting perceptions, although not uncontroversial ones, about work alienation in the United States. This I think is a subject about which we know very little.

If you are in a large major production operation you know something about worker sabotage, something about absenteeism, something about the problems of alcoholism among your staff, and something about turn-over

rates. However, somehow the relation of these facts to the human personality in the work situation just hasn't gotten through to labor, industry, education or the Park and Recreation movement. I don't know how we get at it. I talk with labor union people and management people who mostly see it as a problem of productivity. They see it mostly as something involving industrial democracy or the improving of working conditions. It is amazing to me that so few people in business or labor see any connection whatsoever with what people do <u>on</u> the job and their attitudes about themselves, their culture, and their families <u>off</u> the job. We do almost nothing to facilitate this kind of understanding.

What we need is a Leisure Ethic. What is it? Well, it is not a sentence, it is not a chapter in a book or paragraph, it is not a college course any more than the work ethic is any of these, but yet somehow it is all of them.

The Leisure Ethic is a set of attitudes, and more importantly, it is a value system--a value system that has goals and rewards, peer recognition, and a means in our society to support and nurture it. This I don't think we have in our culture. The park and recreation movement is supplying a very small fractional part of it. If I may, I would have to say that I think our educational process is doing almost nothing toward establishing a Leisure Ethic. I would have to say, and I'm sure controversially, that the educational process is literally going in the opposite direction with the very words, Career Education. They do not spell out Leisure Education or sensitivity to a Leisure Ethic. Precisely the reverse. Even though I will submit there are some places in the concept of Career Education for broadening choices available to people and expanding horizons of human freedom, I think it's labeled wrong, because I think it's going to be counter productive.

I don't know what a Leisure Ethic is, but I think we've got to have one, because we have got to be able to deal with the whole man and not just the working man.

What is a Leisure Education curriculum? I don't know that either. Maybe I can identify something that it isn't. It isn't a course. I see it frankly as something that's a horizontal component of the educational process--something that is in that mathematics textbook that recognizes that we are in fact people who do more than economic transactions at the grocery store, and at the laundry.

As I thought of Leisure Education, I tried to compare the introduction of Leisure Education into the school system with the introduction of scientific method in education because that's something you don't take a course in either. It's a set of attitudes, a value system, a way of learning. It seems to me that unless we can begin to deal with leisure, just as we have dealt at some inexplicable unspecific kind of way in the past with the introduction of the scientific method into education, we're going to miss the boat.

Concepts of leisure education are all bound up with a whole bundle of things. Dave Gray, University of California, and Sy Greben also of California, have written a very interesting paper about the nature of recreation. With some help from them we came up with an expanded definition of recreation of about 150 words. It's team work. It's fair play. It's a sense of the future. It's self-fulfillment, self-identity, and I guess that's what leisure education is all about. Leisure Education is teaching people something more than satisfying their economic boss. Concepts of leisure education could include things that are about teamwork, about getting along with other people, about fair play, about having a sense of the future.

I've been in a quandary the last couple of weeks about the degree to which we have absolutely no sense of the future whatsoever in matters of national public policy. You know, experts tell us that we have at least a couple of hundred years' worth of coal in the ground in the United States. So we shouldn't really worry about evergy because we can use coal.

They tell us we have probably three, four, or five times that much oil sands and oil shale in Colorado and Wyoming, so we really shouldn't worry about energy.

But the fact of the matter is, what's going to happen in the year 3000, when the Society will sit someplace in this part of the country, look back on us and say: "You know what that group of people did back in 1975? They used up the state of Colorado. They used up the state of Wyoming. They used up Appalachia."

Suppose the people in Charlemayne's time had wasted this planet in the way we are. How would we feel about them now?

We have one of the most unbelievably careless disregards for the future I can possibly imagine.

Why?

Because for the most part we don't recognize a future much longer than we can see our very, very short lifetimes.

All of our planning dimensions, if they reach really far, put us somewhere about the year 2000. That's not the end of the world. Most of you in this room will have children and grandchildren alive in the year 2000. Some of you may, in fact, have grandchildren alive in the year 2100. That's worth thinking about and reflecting upon. And yet we have a culture that is so geared to concepts of perpetual consumption that we're willing to squander our resources and support policies which don't admit to a future at all.

I think there are some helpful things happening. First of all, I see some barriers being broken down. I see some stirrings in our national economy and our national culture. I think some of these are going to jeopardize some of the sanctimonious boundaries that have been set on professionals.

The distinctions between leisure and education and work, recreation and the family may be all broken down. People don't make the kind of distinctions between work and leisure that we professionals make. Actually, people see life as much more of a continuum than our bureaucracy does. I think more education is going to be taking place outside of the school and outside of the university boundaries. It's going to be taking place in the recreation centers and it's going to be taking place in industrial settings. It may not be labeled education. I think there are going to be enormously stronger efforts to make education more than just school, to be more than a curriculum, to be more than a classroom, to be more than something just for young people or for that very limited number of us old students who want to go back to something called continuing education.

I must say that I disagree with the previous speaker when he talked about education being limited to those things particularly useful. I would love to have a course in Japanese architecture and I think other people should have that opportunity. It won't ever have anything to do with my job. However, it might have something to do with my attitude about myself. I'd like to say I also disagree with his observation that there isn't something frightfully useful in knowing about shrimp. I want to reflect for a moment on a remark that was made to me by one of the greatest women I ever knew. When I was Director of Public Affairs for the U.S. Fish and Wildlife Service, I got to know Rachel Carson about the time she was living in Silver Springs.

Just a few weeks before she died, she and I were reflecting on her front porch about the nature of wildlife. She made a very profound statement to me. She said, "Dwight, you know ducks don't need man. Ducks get along well without us. But man needs the ducks, because without the ducks, man loses a small piece of his own identity. Because what makes man 'man' are the similarities with the animal world and the differences from it."

I know it's probably technologically possible for us to have a world with no animals in it. But man will no longer exist when that day comes. I think it's pretty important that we understand what that shrimp does and how it lives and why, and why it's desperately important to have an environment that recognizes the existance of those shrimp. Indeed, the disappearance of these shrimp might be some kind of signal about the future of man.

I think there's going to be a lot of pressure on Parks and Recreation agencies in the future. Defining leisure and educating for leisure are not going to be just educational concerns. Parks and Recreation professionals are going to have to do some things, too. They are going to have to expand their definitions of clientele to include the entire population and not just portions that have mostly been our clientele in the past. We're going to have to be prepared to make the necessary distinctions between "senior" and "more senior" citizens. Trying to meet the needs of a population at age 60 to 65 is one thing, trying to help people who are 80 or 85 is a very different sort of thing. And for the most part, we don't know very much about that. I have a general impression that an awful lot of senior citizen programs are kind of warmed over death, because they do nothing more than try to provide people with diversion, with a kind of fun and games for a child-like environment with an attitude of keeping the people

busy until they get out of the way. On the contrary, we also have a whole host of senior citizen programs which attempt to make people useful and get them back to work as volunteers. Why? Because they are free, not necessarily because they are productive or intellectual.

I think we are also going to have to come to grips with some very tough questions about professional turf. Bureaucrats like to protect their professional turf. They always feel threatened when somebody tried to pile a new job on top of them, especially if that job involves bringing other disciplines to bear on the problem. I have found that my own adopted profession in Parks and Recreation is one of the richest I have ever come up against. Why? Because over the course of time it has become interdisciplinary. It has drawn very richly on American culture, engineering, the hard sciences, landscape architecture, the soft sciences of sociology and welfare economics. I think this is what gives the Park and Recreation profession just a little edge on the problem.

I think educators have a real problem. Just as Park and Recreation people who are part of the mainstream of the American life, and hence, have all the problems of the institutional parts of the work ethic, the educators have exactly the same problem but they don't have some of the attitude set that some Parks and Recreation professionals have adopted. I think it's incumbent on Park and Recreation people and those who found themselves among the major professions to share that set of attitudes. I think we really must set aside our fears of interdisciplinary infringement. I think the only way we are going to get at this problem is by some kind of horizontal planning process which can come to grips with the sociology of leisure, the economics of leisure, the politics of leisure, the medicine of leisure, the psychology of leisure, the planning components of leisure. I

feel that Leisure has enough room for all.

I think we're also going to have to change our definition of leisure and recreation and here I am, perhaps, backing up and repeating my problem with the word Leisure itself. I want to include within my definition of leisure activities the whole world of volunteers. For many people, volunteerism is their form of discretionary time usage that can become that special signal and special form of self-fulfilling activities, the thing that provides self-esteem, the thing that gives a person a reason for living. But I also think that recreation and leisure activities don't have to have any necessary productive component in them. Even just the process of thinking can be an enormously useful kind of activity.

What can Park and Recreation people do? I have fretted a lot about that question, and it's kind of a difficult one to answer. I hope this conference is going to come to grips with some of the issues. First of all, I think that those of us who share this movement have to provide a model and we do not now. We must understand the nature of leisure in our lives in all of its dimensions, and we must begin to live it a little bit more ourselves. Leisure is more than just fun and games, it's more than diversions, it's more than fulfilling time. Leisure is at least as complex as the world of work. Some people's leisure is someone else's work. While some people play at their job, it may not be leisure.

We must have a sense of program clientele that is as broad as our people. We've got to deal with the special populations of the physically and mentally handicapped. Gray and Pellegrino put it this way, "If we must alter our programs in the way they are conducted to emphasize human development it will be in the development of the positive self-image." We've got to enhance the possibilities that people can experience the

achievement of personal goals and positive feedback from others. We must re-think competition and the way it relates to people's lives. We have to accept responsibilities for the human consequences of what we do. We must begin to evaluate everything we do in this human dimension. The critical question is not how many people participated in this program?, or even what it cost, but what happened to the people in the process?

It seems to me that those of us in the Park and Recreation movement have also got to see leisure as a system, not just as a thing. It's a system of places that's more than just recreation centers and parks. It's more than probably anything that we've even thought about yet. It can be looked upon as a supermarket, it can be a radio station, it can even be a television program. It needs to be a system than can be many things to many people. I know there are a lot of professionals in parks and recreation, and I suspect in the educational field, who are deeply troubled by the tendency to lay on people the responsibility of being all things to all people, a job that just looks tremendously big. That's a tough problem because none of our educational processes give us enough of the tools to be able to do the whole job. This is where I think we must begin to work much more closely together not just in the community education framework but in the planning framework and the professional development framework as well.

I think Park and Recreation people have to see their jobs as essentially educational. They must operate what in fact is an education system. I admonish them to hire an educator, cooperate with the school system, and with other social services. I might say that I suspect most educational systems could be enriched by hiring Park and Recreation personnel, by hiring leisure scientists, and by hiring leisure professionals as well.

Leisure Education seems to me to be an opportunity. It's an opportunity to bring change into people's lives. It's an opportunity to improve the quality of people's lives. It's an opportunity to broaden a very important dimension of human freedom in a world that is all too prone to crush individuality and to circumscribe freedoms.

Perhaps in the long run, leisure is really some great hope to preserve freedom in a world where our governmental and economic institutions too often appear to want to take it away. This is a tremendous challenge of which I think the fun of exploring is worth every bit of the struggle.

LEISURE EDUCATION FOR SPECIAL POPULATIONS

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Everybody always gives you that thing about how happy they are to be here, what a wonderful topic this is and exactly how meaningful it is to talk about leisure education, I suppose. But let me tell you the problem I have. I'm a "Fed." I'm supposed to care about the whole continuum of life and a population who are handicapped with mental retardation, cerebral palsy, and epilepsy. Now that means that I have to be concerned about early case findings and prevention and other maternal child health concerns. I have to care about early case findings, diagnosis, treatment, training, day care services and all that heavy stuff. We are about all the cases that are going on that demand the rights of education for every handicapped child in this nation. Now that alone is enough to kill any one person. But it doesn't end there. We have to care about affirmative action programs for hiring the handicapped once they're qualified, we have to care about information and referral of public information, we have to care about transportation and housing. So, here comes somebody, in a form of Jean Mundy, and says, "How about leisure education for the handicapped?" We're out there to get them to work and here you are trying to convince me that they should stay home and play artsy-craftsy with a little pot of glue! Little you know. I've been fighting types like you for years. There are too many people in the world who just want people who are handicapped to sit back leisurely,

take it easy and get out of the vocational stream, the school, out of sight and out of mind. If that's what you are expecting, forget it! That's not what I'm selling.

I believe that we do need all those things that I just told you are our top priorities. And in this year of austerity with budget cuts in Washington - and we haven't seen a thing yet; there are going to be cuts like crazy. I'm predicting to you that unless you interpret what you mean by leisure education, you're going to be one of the first things cut. Because for many people that means "play" and we aren't going to have time for any play in Washington. It won't be anyone's priority if you sell it as play, or romping on the beach in Tallahassee, picking up sea shells.

However, it is ironic that educating for leisure really is a priority right in the midst of everything else and let me tell you why it is. Even in places in this nation where we have succeeded in getting people out of institutions and back into their communities, found decent housing for them and found them rather decent jobs, some have had to return to the institution and some have been put into jail. What happened? Why did they fail? Because no one remembered that the person has to deal with 24 hours of life. His life is not just a vocational skill of drilling, selling, or boxing. A person has to go home from that job and he has to spend some other part of this life in doing different kinds of things that he may not be prepared to do.

In case after case we see where a boy ends up on the street looking for companionship. He finds gangs. He finds gangs that were stealing hub caps and because of the lack of physical education, he didn't run as fast as everyone else when someone yelled, "Cops!" The leader of the gang hands the hub cap to him and he takes it, stands there and the cops catch him. So he ends up in jail.

In another instance, one young girl may have been seeking the same companionship. She was looking for some way to spend her evening. She was found walking the streets searching for such companionship. According to the kind of companionship she finds, she may end up in jail, she may be pregnant, she may be hurt because she didn't know how to use her leisure. So, I'm telling you that it is a priority. It is the priority that can break our back in spite of our looking for housing, our institutionalization, our looking for all those jobs.

You are leaders in a very important part of life that unless it's put together in a meaningful way and people are given skills in leisure, everything else that we are doing will be ruined. So please, understand and interpret to those of us who may not know what you mean by leisure education. Interpret it in a very meaningful way to people like myself and other "Feds" who may be slow to learn.

I would like to back up and go over in a little greater detail of the things I have mentioned. The community, because it hasn't known what to do with certain kinds of handicapped populations, has placed people in institutions. Those institutions don't have leisure activities; they have all leisure but no meaningful, quality activities. They spend their time being herded from place to place. They get up in the morning and are gang showered, they're led to a dining room, and I use that term freely, where they are fed. They're then shuffled out into a day room where they walk the perimeters of the room or sit in a corner and rock. Their play materials are often their own feces and their own urine. Their playmates are aggressive other patients. That's leisure but there are no quality experiences; it is not planned. The staffing for this is usually two people sitting at the doorway of this day room talking to one another.

One may have his foot propped up on the doorsill so that no one can get out of the room; the other may be letting his eyes roam over the room from time to time to make certain that no one is really killing anybody else. There is a need, a desperate need, for somebody to appreciate the use of these people's time. There is training that needs to be done, there is play that needs to go on, there is meaning to be brought back to life.

We do bring some people out of such situations. We do bring them back to the communities and sometimes put them into nursing homes even though they're younger people because they are physically handicapped, sometimes multiple handicapped. You don't get as many large day rooms as you see in institutions, but essentially the same deadliness creeps over the place. Between treatments and other specialized things that nurses do, there is nothingness. If you aren't retarded when you get into these situations you certainly become retarded over time. We are dehumanizing people who are second class citizens in general. This includes the aging, the physically handicapped, the less strong among us. We need so many leisure specialists to get out there and put meaning back into life for all types of special populations in addition to the population in general.

Many of us here may be saying to ourselves, "Oh, we know what to do with our leisure if only we had some." However, I'm sure you realize that most of us don't. I suspect that even leisure specialists may not. I had breakfast with two people who are supposed to be retired but it didn't sound as if they were in any kind of retirement to me. They were out there looking for part-time teaching positions and being consultant to this and consultant to that. So I suspect that even leisure experts may have a little difficulty with this.

Let me tell you some of the problems that we've had in communities where we wanted recreational programs and facilities for the retarded. What we get from recreation departments is, "We'd have to have some kind of specialist; we wouldn't know how to deal with those folks; it takes a psychologist at least, to really understand their problems." "Yes, we'd be willing to have them use the swimming pool, let's see, can you make it Wednesday mornings?" Do you know why it's Wednesday mornings? They drain the pool Wednesday afternoon so it would be o.k. for them to come on Wednesday morning. Those are the problems we face in trying to get leisure services.

I'd like to tell you of the problem you are going to have with us "Feds." If you come to us for money today, remember we have great fascination in Washington with statistics and numbers now; it's called Accountability. You all know about accountability. The greatest titillation to Congress comes from telling them how many taxpayers you made out of folks and exactly how much money they are now putting back into the treasury. If you come telling us how many people you have helped to play, that's going to go nowhere. If, on the other hand, you have said that you successfully helped keep so many people out of institutions, happily out of institutions, you may have something going for you. Because the institutional life that I described to you, believe it or not, is a horribly expensive way to handle people. So if you can help to get people out of institutions and help them to stay out, that's a great statistic and we will respond to that.

I believe that there's another level where you can make a significant contribution. People can become personally more independent than they are. They can help their family members be more independent if they

can just live at home safely and let other people go out to work. Perhaps even a degree of homemaking skills, a degree of activity that will be productive even though homebound, is something that you can contribute and to which we will be very, very responsive. There are also sheltered workshops and work activities centers where I believe leisure specialists could be added in a very meaningful way.

Above all, I believe what we really need from you is help in knowing how to help individuals, young adults who have gotten out of institutions, who have found jobs, and who have found a place to live, to use their leisure. I beg of you, please don't come to us with huge organizational efforts to have bowling in the evenings. Don't come to us with great big organized teams because that isn't real for the individual retarded person who is living in your community. What they really need, and perhaps what all of us need, is a way to spend their time in a meaningful way when they're broke and alone. We need that more than how to put together a model from a kit that costs money. We need that much more than organized sports, we need that more than playing tennis and golf. Those things take money and the retarded who are underemployed and poorly employed really can't afford that kind of leisure activity except the day after pay day. The thing that really hurts them is when they are alone and don't know what to do and the T.V. tube has blown out. Then we have them climbing the walls, that's when they get into trouble.

These are difficult things that I'm giving you now. They are the real challenge. If you think it's easy to find diagnostic clinics and early case findings, that's really a snap in comparison to what I'm asking you to do. No one is doing this. No one really knows how to do it well. This type of leisure education is one of the biggest gaps in our field

because everyone is accustomed to handling these "Special People" in groups, large groups. No one stops to teach the disabled what he can do alone in his own home or community for no money. If it's going to cost money, forget it, because they're broke. They need something they can do as hobbies that doesn't cost money, that will be a delight to them, that will motivate them, please them, and give them something to look forward to. That's challenge and I throw it at your feet. You in turn should bring that challenge back to all of us at the Federal level.

After all the education and training has been completed, the day care is over, and the work activities are done, what is there in life? What is the goal in life? Is it to get to work? I believe not, not necessarily. It's a part of life and yet it's the only part that we get around to in teaching the special populations. So I see leisure educators as the real motivators to those of us concerned with special programs. You must articulate what you can do because we don't appreciate you. We think you're just playing. It's up to you to remind us that there's more to life than working. And remember, even when some of us fancy folks devise means of getting people out of overcrowded, inhumane institutions and after we've found a variety of housing in the community, and after we've devised ways of transporting the most multiple physically handicapped person from place to place, after we've done all of this, there remains the question, "But for what have we done all this? Where is the quality that really makes up life?" I think leisure education holds the answer for us.

LEISURE EDUCATION FOR AND DURING LATER MATURITY

Mrs. Joyce Leanse

National Council on Aging

Washington, D.C.

It is a pleasure to meet with you today. I greatly appreciate the opportunity to be here, to share some of my thoughts with you, but more important for me is the opportunity to learn from you--educators, practitioners (students) in the fields of leisure education and services. Hopefully, together we can address some of what I understand to be our mutual concern.

I'm assuming you're here because you are interested in improving leisure opportunities for the elderly--and I'm also assuming that you believe as I do that the single most important way is by improving the quality of the staff who provide these opportunities.

One of the major roles of NCOA for the past 25 years has been to help practitioners better understand the needs of older persons. NCOA's major efforts have been directed to increasing the awareness of the potential of the elderly--what they themselves can continue to contribute so their later years will have purpose, meaning and worth. Ever mindful of their problems and working with others toward their alleviation, NCOA maintains its focus on the strengths of older people, building on the positive.

The Institute which I direct focuses its attention on issues of concern to personnel who operate senior centers and other local group programs for older persons. We publish a special news letter-MEMO-and monographs on programming, develop special sessions during NCOA regional and national conferences directed to our specific audience and currently

we're doing a two year study on Senior Centers and Clubs for AOA which includes a national survey and the development of a directory of centers and clubs for older persons open at least one day a week, an indepth survey of 1000 of these programs, site visits of 30 programs and a study of user and non users. In addition, we're doing a series of seminars to which we've invited specialists in various aspects of Center operations - the reports of which will ultimately be developed into a Guide for the Planning, Design and Operation of A Center for Older Persons.

You are, I know, well aware of the increase both in actual numbers as well as percentages of the elderly in our communities. And, as their number increase, their needs and interests must increasingly be taken into consideration when planning programs. How can this be done? How can this best be done in a way that's meaningful for the individuals to be involved and manageable for program staff?

We all know that the needs of older people tend to be the same as those which motivate most human beings: to be useful, to be a part of the community, to enjoy companionship, to occupy leisure time in satisfying ways, to have opportunities for recognition, self expression, and mental stimulation. But, there's a tendency on the part of the public in general and that unfortunately includes the elderly themselves as well as those who plan programs and allocate resources to believe that older people want to be inactive, disengaged and even see them as being incapable of performing the activities which would fulfill these needs.

A study just completed by Lou Harris Associates for NCOA looked at the attitudes and expectations of the general public toward aging and of older people themselves. The findings underscore the tremendous discrepancy between the way older persons feel about themselves and the way in which they and the rest of the public view older people.

The majority of older people see themselves as useful members of the community with the capability and the capacity to continue learning, growing, developing as individuals and in roles serving their communities. At the same time there are some older people for whom living is hard and their needs require special attention and need to be specially addressed. The 23% of older people with incomes under $3000 report in addition to their financial and health problems they are much lonelier, have less to do to keep them busy, don't feel needed and are more concerned about crime. Along with income, the study showed that race is a key determinant--in every problem area black elderly feel far more burdened by serious problems than elderly white. And though part of this is explained by income, within the income range, older blacks reported more serious problems than older whites.

Certainly these persons are of concern to leisure educators. But we all know that hungry people or frightened people aren't going to attend leisure programs to address their self actualizing needs. Many, if not most of you, I know ascribe to the belief that you start where the people are--so you can understand why I recommend to programmers that they use Abraham Maslow's Needs Hierarchy to assess if they're covering all the needs of the people they're supposed to be serving. Maslow reminds us that a person's most basic needs of food, shelter, safety must be filled before that person can think about higher needs such as associating, achieving, and self actualizing.

Recreation or leisure service departments in some communities are beginning to assume responsibility for addressing such basic needs--in cooperation with public and private social agencies exciting things are happening which open new opportunities for populations heretofore grossly underserved by leisure services. Food programs are being initiated by

recreation departments with funds made available by the State Offices on Aging; employment opportunities are being developed; health programs are provided; counseling is made available--in other words, the instrumental needs of older persons are being addressed as well as the expressive needs.

But to return to the more general findings of the study--the discrepancy between how older people see themselves and the public views them. These misconceptions regarding the capabilities of the elderly do the old a great disservice for, as the report notes they confront older people with a society who sees them merely as a problem and not part of the solution to any of society's problems. The report goes on to say that these erroneous expectations also generate a sense of guilt and pity among the young and not a sense of appreciation for the talents and energies that older people can still contribute to society.

The most negative view of the capacities and capabilities of older persons was held by individuals between 18-39. Since so many leisure service personnel fall within that age range, we can begin to suspect why so much programming infantilizes older persons. As I travel around the country I see program after program which reinforces the stereotype that older people no longer can do that which they somehow managed to do so well for themselves and their communities for years--make decisions, run their own affairs, learn how to cope with a rapidly changing society. On the other hand, I also see programs which have encouraged older persons to use their capacity for continued growth and development--which recognize, respect and encourage the utilization of the experience, knowledge, skill and ability derived from the reality of living and most importantly which protect, proclaim and maintain the adultness and dignity of the elderly.

Whether we intend to or not, our community-based programs directed to older persons exert their influence in two ways simultaneously: upon the ways in which individuals adapt to the processes of aging within any given community and upon the ways in which the community adapts to its aging members. Ir planning programs, one must look beyond the intrinsic attractiveness and worthwhileness of any activity to 1) the specific uses to which the older participant will put the experience-how it will help him/her cope with current needs, and; 2) the message the community receives from the activity about the interests and capabilities of its older citizens.

Though there's a great deal more I'd like to say, I'd rather use our limited time to hear from you, so let me close my formal remarks with a final quote from the Lous Harris Study which I believe is especially relevant to leisure educators.

> "The young must be taught to see that there is a continuity to life, and that, apart from the inevitable aging of the body, people in their later years are not that much different from the way they were in their own youth and the way the young see are now among themselves. The old themselves must learn to see that they are not really exceptions, but that their peers as a group share their energies, interests, capabilities and concerns. In short, both young and old can and need to identify with some older Americans as people with essentially the same strengths and weaknesses, hopes and fears. Before efforts to "improve the conditions and status of older people" can be really effective the public must first learn more about who these older people are and the role they as individuals want to play in improving the quality of life in this country both for themselves and for the nation as a whole."

Simone de Beauvoir in <u>The Coming of Age</u> provokes us to consider that

> "Old age exposes the failure of our entire civilization. There is only one solution if old age is not to be an absurd parody of our former life, and that is to go on pursuing ends that give our existence meaning--devotion to individuals, groups or to causes, social, political, intelligent, or creative work."

PROFESSIONAL PREPARATION OF EDUCATIONAL PERSONNEL FOR LEISURE EDUCATION

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Athens, Georgia

I am delighted to have an opportunity to participate in this First National Conference on Educating for Leisure and wish to commend the cooperative efforts of the Society for Parks and Recreation Educators, Florida State University, and the Florida Department of Education for making such an opportunity possible. Needless to say, it is also fine to be back in Tallahassee and among former colleagues and friends at both institutions.

It occurs to me that if we were to flip back through the pages of history, we might almost be able to see Abraham Lincoln, standing in lean humility and with sorrow of the moment mirrored on his face, as he spoke so commemoratively at Gettysburg: "The world will little note nor long remember what we say here, but it can never forget what they did here." The angular log cabin president was wrong - for we do remember what he said and what they did on that Pennsylvania battlefield nearly a century ago.

Now, I'm not at all confident that what I say here will be noteworthy, but I am most hopeful that what we do here will be memorable.

I'm hopeful because I genuinely believe that from the moment this conference began, we have engaged ourselves in an important endeavor — together we have talked, listened, learned and acted that we might in

some way positively influence the quality of life in our democratic society by attending the complex issues and concerns related to educating for leisure living. And, I submit, even at the risk of sounding audacious, that the future of our society rests in large measure upon our deliberations and actions throughout this conference and upon our return to our respective positions of influence.

I make this bold assumption not without realization that the challenge is great, the problems complex, and the solutions somewhat evasive. Rather, my boldness is mustered from encouragement and enthusiasm at what I know is possible when a dedicated group of individuals such as yourselves rally together in recognition of a common cause. Why -- all manner of things are possible -- we could become a new policy-making complex for Leisure Education. Our efforts could influence leisure services in America, including the formulation of new and exciting policies in the education for leisure.

My boldness further stems from the belief that by our very presence here we have broken a "conspiracy of silence" which has invisibly blocked us from moving toward our goal of educating for worthy use of leisure. Together we have too long engaged in this conspiracy. Public educators and recreators alike have failed to pursue thoughtful discussions one with another. Moreover, we have entered into this conspiracy within our own organizations and institutions. Each has noted the needs, provided lip service to the importance of the task, and even formulated goals. (In education, you'll recall as early as 1918 with the Seven Cardinal Principles of Secondary Education.) BUT, the fact is that we have allowed ourselves to be muted, to become complaisant with a false sense of security instilled by such silence, and this has mitigated against the independent efforts of each. The task as I see it is so great as to

require a crossfield approach -- the interaction and working together of educators, community leaders and recreators -- all such persons and groups of individuals who share in this commitment.

WHERE WE ARE

It is a matter of record, if not common understanding or personal experience, that increasing amounts of leisure time have become available to individuals as our post-industrial, scientific, technological society has evolved. It is also obvious to most that these increasing amounts of leisure time offer the promise of enhancing the quality of life for all by contributing directly to the psychological, physical, aesthetic, emotional and social growth of the individual and thus to society at large. On the other hand, we know the mere presence of such time does not necessarily nor automatically lead to such desirable outcomes. Leisure can be fearful, threatening, boring -- an awesome reality to some. And, it also can lead ultimately to the demoralization, dehumanization, even destruction of our culture if not utilized wisely. I suspect that it is our knowledge of such possible consequences that calls us to such determined, dedicated action.

Twentieth century society needs not only the products of traditional academic activity -- the creation and dissemination and knowledge -- but, it also needs the products of aesthetic, cultural, and environmental studies. It needs the products which educating for life in a leisure age can yield -- individuals with the capacity for sensitive, competent judgment in the appreciation and use of discretionary time, individuals with the capacity to cope with Toffler's "future shock." And the schools can no longer shun their responsibility to guide and direct this learning. Rather, they must come face-to-face with their obligation to provide in

the education of every student a leisure dimension which permeates the entire educational program -- which becomes comparable in emphasis to existing areas of the curriculum like mathematics, biological sciences, history and so forth.

What, then, are some possible steps which we might take in providing a leisure dimension to the curriculum?

One of the first steps, it seems to me, is to demonstrate that leisure education is pertinent, and essential to all students. It really makes little difference where the demonstration begins, but where it ends up is important. At some point, the school board, classroom teachers, and the administrators of a school district must be convinced that leisure literacy for all the students is appropriate to their school. And of special importance is convincing the students--though students themselves may be the most winning advocates of leisure education. As you know, many are already demanding that education become more relevant, more responsive to their needs.

A second step is to enlist support from the community at large. Quite honestly, demonstrating to this group that programs for leisure education deserve a prominent place in the school program may be extremely difficult because the political and economic support for educational programs emerges directly from the value system at work in our society. Also, we all know that education for leisure has not been recognized as an essential component in schools.

Once these two steps have been taken successfully, attention may turn to how the leisure dimension can be introduced into the total school program -- specifically to what I should like to call "strategies for intervention."

BUILDING A CURRICULUM FOR LEISURE EDUCATION

One of the first strategies for intervention is to conceptualize a curriculum for leisure education. Curriculum building always involves choices, no matter how limited the interest in and understanding of what is possible. Very simply, a curriculum plan is the result of decisions to work toward certain educational goals and objectives rather than others, to employ certain teaching strategies and not others, with certain concepts and materials in place of others that are available. Unfortunately, the typical curriculum guide presents little more than a reflection of out-dated practices or vague generalizations. And, quite understandably, it typically has received only the slightest recognition by practitioners.

Characteristically, each program of study has gone its own way in the public schools and in colleges of education, its boundaries shaped much more by the accident of individual leadership and contingent social events than by systematic study, research, evaluation and development. With little effort made in the past to relate the various programs either in educational theory or practice, one visible and defeating effect has been the "additive" curriculum, with specialists competing with one another for the student, for more time in the total curriculum, for more of the school budget.

One way out of this conventionalism as we think about building a curriculum for leisure education, and I am not equating "curriculum" with a prescribed course of study, is for us to distinguish more clearly between what we now do in the schools and what is possible, and also between what is possible and what we think we ought to do or try in leisure education programs. The rational rejection of some possibilities and the deliberate election of others would then become in central

activity in curriculum building. We might begin by simply identifying the options for instruction in the schools and then explore what behavioral model or combination of models we might incorporate in the curriculum and on what grounds? We might go on to identify the areas of levels of leisure learning. Out of this analysis could come criteria, concepts and skills for a leisure education program that would relate both vertically and horizontally to the total curriculum, that could be interrelated and interlaced with existing programs in art, music, reading; that could enhance current practices in physical education. etc.

DEVELOPING INSTRUCTIONAL MATERIALS

Another strategy for intervention is the development of materials and media that draw on the concept of leisure, materials, designed for use by classroom teachers - both at the elementary and secondary levels - materials designed for use by instructors in community and adult education programs, materials designed for use by professors in teacher education programs at the colleges and universities across this country. Obviously, I'm proposing the creation of various different kinds, types, and levels of instructional materials and media--from LAPS or modules for use in an individualized program to highly technical works related to philosophical, theoretical, pedagodical concepts in teaching leisure literacy. BUT, my observation tells me that such materials are not readily available, if they exist at all.

There are individuals in leisure services and in public education whose energy, creative talents, and collaborative efforts can contribute greatly to the development of such materials. This reserve of talent must be channeled toward the achievement of our goals.

AFFECTING TEACHER EDUCATION

Yet another strategy of intervention is through teacher education. In this area, our voice must resound loud and clear, and our influence must be directly felt. Indeed, unless we affect the teacher, we cannot hope to add a leisure dimension to the school. This task will be no less easy than the other strategies mentioned, if as easy, for teacher education programs have traditionally resisted change. Past efforts have seldom resulted in little more than a reshuffling or renaming of old courses, adding heavier loads of content to some courses or perhaps modifying certification requirements--a patchwork affair of very spotty quality. Moreover, teacher education programs have traditionally been developed within a closed system or network, ignoring even the most practical suggestions from co-workers (classroom teachers and administrators) what less the observant judgments from their constituency (parents, students, the citizenry at large).

If we are to envision educating for leisure, teacher education must shed the cloak of omnipotence. It must extend its reach for relevancy beyond the college campus. It must relate its goals to program components. It must search for alternatives in the development of intellectually creative, caring individuals -- persons with the capacity for relating to learners and learner needs; persons with the capacity for facilitating and freeing the learning process; persons with the capacity for utilizing self along with knowledge of learners and subject matter.

Teacher educators in partnership with recreators and leisure services experts must find new ways to interpret the aims of educating for leisure via the interaction between teachers and students. We must find new ways to capitalize upon the "Personage" of teacher -- the uniqueness of teaching style; we must forge new relationships among university, public

schools and communities.

Now, in the last five years, a movement has developed which holds the promise of infusing new relevance into the professional preparation of teachers, not only from within the profession but from outside it. This movement, called performance or competency based education, is founded on the premise that teacher education should be directed toward developing in teacher candidates very specific sets of behaviors. FURTHER, these behaviors should be those that appear to have a direct link to positive and observable student learning. While still in its infancy and without growing pains, I believe this movement deals more directly and realistically than ever before with the relationship between goals, objectives, outcomes, and the behavioral mode of the teacher, and could -- dependent upon how we interpret its application -- ultimately lead to greater responsiveness on the part of teacher educators. Admittedly, work in the affective domain has not kept pace with efforts and production in either and cognitive or psychomotor realms, and yet we know that the affective area of thought and feeling is central to preparing educated individuals, especially in leisure education, who in turn can more effectively discharge their responsibilities to learners. Indeed, without the affective, cognitive and psychomotor domains resemble mere training. Let me emphasize that simply because we have not made such progress does not mean we cannot.

All this is to suggest that we must continually seek new ways to affect teacher education -- to examine the alternatives open to us, to create new designs -- with an eye toward accepting that which seems appropriate, modifying where unacceptable or in conflict, relating where we can, and creating where necessary.

How insightful it would have been if time has permitted us to share our ideas on the general knowledge, attitudes, skills, and understandings we think teachers need in order to facilitate a leisure dimension -- I wonder what our list would have included.

And what if we had extended our list to include the identification of appropriate activities and experiences for use in preparing teachers to implement our program.

STAFF DEVELOPMENT

Well, let me move quickly to a fourth and final intervention strategy which I think is essential if we are to provide a leisure dimension to the education program -- that of INSERVICE EDUCATION or STAFF DEVELOPMENT.

The function of in-service education is change -- planned change -- change that develops new perceptions and skills in teachers, instructional leaders and administrators, change which enhances the curriculum, the instructional process, and the school environment, change which ultimately leads to improved student learning.

I think I need not spend time enumerating the many benefits to be gained from such programs which embody the concepts of continuous learning, self-renewal, lifelong learning - participatory action. Perhaps it is sufficient to suggest that the possibilities for launching a large scale program in educating for leisure lie most viably with staff development opportunities. The major caution, I think, is that such programs must be conceived and designed out of a recognition of needs, the translation of these needs to specific goals and objectives, the determination of needed educational competencies, actual implementation of a relevant program, awareness of the management support system, and a comprehensive evaluative process.

CONCLUSION

Well, I am aware that many other strategies for intervention exist. I am even more acutely aware that the strategies I have presented here could be dismissed as utopian fantasies. The idea of educators and recreators cooperatively conceptualizing a curriculum for leisure education, or creating materials, or influencing professional preparation programs will strike many as utterly unrealistic, if not undesirable. In defense, I would submit that we must not continue to underestimate our power nor continue to be captives of our own expectations. With the dawning of the Age of Aquarius can come the reality of leisure education for all -- if we are prepared to act.

PROFESSIONAL PREPARATION OF LEISURE SERVICE PERSONNEL FOR LEISURE EDUCATION

Dr. Jean Mundy
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Let me begin by saying that at one point I was a student sitting out where many of my students are sitting today. As I heard Doris and Ione's remarks, I thought about the Virginia Slim advertisement, to which I happen to be particularly susceptible, which says, "You've come a long way Baby!" This came to mind because when I was a student I remember particularly two people that are with us today--Janet MacLean and Edith Ball, talking about educating for leisure. At the time, I thought, "Hey you know, that sounds like a great idea. I like that, that makes sense to me." From that time to where we are today in having a National Conference on Leisure Education, I think we have come a long way. It is also evident when we think of Ione's comments we have a long way to go. However, with groups of interested people such as we have here today who are willing to work together, great strides will be made.

I'm going to take a little different track for a minute before getting into the topic of professional preparation. I think first of all, as we have spent a day together, one of the things we realize is that dealing with the concept of quality of life is difficult. It is particularly difficult if we attempt to evaluate, judge or determine what qualitative experiences are for another individual. It is not as difficult for us to deal with the quality of our own lives and the factors that effect it.

It seems as we have been talking that happiness, well-being, satisfaction, and whatever other words we may want to use are root concepts involved in quality of life. When we begin to deal with this, it can be extremely frustrating since we know that everything man is and everything that touches his existence affects the quality of his life. We cannot deal realistically with all of these factors. I don't think this is our intention. What can we deal realistically with? I think that the one thing we can do is help an individual maximize his chances for enhancing the quality of his own life by helping him learn how to modify or change those things in his existence that are modifiable and that are changeable. This, I think we can get a handle on and I think we can get a handle on it particularly as it relates to leisure. We know that some aspects of life are more open to change and modification than others. We know that some human attributes are more open to change than others. So it would seem that our task is to single out those aspects of life which hold the greatest potential in two directions; one, in terms of human growth and development; and second, those aspects which are significantly related to quality experiences specifically during leisure.

The next two comments you may enjoy taking to task. But I personally operate from two basic premises, particularly when dealing with educating for leisure. First, I am firmly convinced there are many areas of an individual's life in which he can be master of his own destiny and not have to just take what life and experiences hand out. We have this capability. We may not exercise it enough, it may be a little rusty, we may need more practice in it, it may have been stifled, but it's there. An individual can learn to identify elements in his life and in his experiences which can be modified or changed by more qualitative experiences. Man can exercise that power which he as an individual human being possesses.

The second premise is that there is only one person who can determine what is satisfying, enhancing and enriching to an individual and that is the individual himself. I have been very interested in the discussions we have had at the conference. We have hit on things like T.V., the "Boob Tube," and a number of other things that do not coincide with our concept of what is "productive, wise use" of leisure. However, there may be a time when, if it's right for that individual to sit in front of the "Boob Tube," he or she has the capacity to make that determination and he has the right to do it without being saddled with guilt because of the way someone on the outside may view it.

Now, where does that lead us? To me, this brings us to the juncture of what I consider our prime mission and essence in terms of educating for leisure. That is enabling individuals, not imparting content; helping an individual clarify his sense of leisure values and attitudes, not imparting to him our own leisure values and attitudes. We can justify developing in people a sense of their own leisure values and attitudes. We cannot justify teaching our own values and attitudes.

Outcomes of leisure education programs which I believe are compatible with enabling an individual to develop his/her sense of leisure values and attitudes are:

Category	Outcomes
Leisure Awareness	An individual who: Uses his/her knowledge of leisure and leisure experiences to enhance the quality of his/her life.
Self Awareness	Is able to use knowledge about him/herself in making leisure decisions which enhance the quality of his/her life during leisure.

Decision Making	Is competent to direct his/her own leisure experiences toward qualitative goals through his/her decisions and realistic planning.
Leisure Skills	Uses leisure skills to reach his/her leisure goals.
Social Interaction	Interacts with and relates to others during leisure in ways that are compatible with the fulfillment of his/her leisure goals.

Now, for a look at programs of professional preparation, specifically in the recreation and leisure service area. There was one point, when I was working in the whole area of leisure education, in which my first inclination was, "O.K., let's add a course; we will title it Leisure Education and I will worry about what I am going to teach when I get in the classroom." I think this is our first inclination. However, because of the knowledge and experience that many of you have shared and also because of the advances in instructional design, we now know that there is a more logical, systematic approach to preparing personnel who will be able to assist an individual in knowing himself better and in understanding leisure and its relation to his life individually and the lives of those around him.

Our starting point in determining professional preparation programs in leisure education, I contend, is not content. There is a very real danger that we in recreation and leisure - since our professional preparation programs, unlike education programs, deal with leisure - will come up with a watered-down, simplified, shortened version of our own professional preparation program. This we cannot do. We have only to look at the

hassle we have had in coming to grips with what are we going to call leisure education and how are we going to define it. We could carry on this hassle ad nauseum in-house and that's fine. It may be fun, it may be stimulating, it may be all of these things. But I dare you to take a first-grade child and talk with him for a few minutes and try to engage in that type of antics with semantics, as Jan MacLean says. We can't do it nor would the American education system allow it.

That brings us to another option which is determining what type of products we want to turn out, what we want students in leisure education to be able to do. I contend that our real starting point is to determine the outcome we want in terms of the people we're serving. We then look at what competencies, knowledge, skills and experiences it takes in professional personnel to produce those types of outcomes. In order to accomplish this task it is necessary to look at that pre-schooler, first-grader, or golden ager and determine human outcomes. If our aim is really to assist an individual in enhancing the quality of his life during leisure, we're going to come up with a different breed of cat to some degree. So, I could not begin to tell you what courses to put in a professional preparation program. I don't know. The only thing I know at this point are the outcomes which I, specifically, would work toward.

From what I have seen, we don't need to throw out our current professional preparation programs if they're what they should be to begin with. Secondly, I don't think we need to have drastic major changes in our programs. What we are and what we have been dealing with is quite generic. I do think we have to do two things; one could be called a re-emphasis and the other practice. Let me give an example of what I mean: We have helped students have a truly human development orientation in leisure education and have many opportunities to practice and perfect related skills.

We talk human development now; however, when I am observing students working with groups I find I do not tend to look at the quality of the social communication and interaction that is taking place. I tend to focus on whether or not the program is well planned, instructions are given clearly, formations are moved into easily, and right on through the checklist. It is what a student is saying to an individual which gives us the real indication of a human development orientation, where is he coming from and where he is meeting that other person psychologically. This type of learning isn't in practice as much as it should be. And I dare say it is in practice less than we would like to think. However, if this is what is needed, and I believe it is, we cannot assume that if it is talked about in a couple of classes a student will automatically pick it up and be able to practice it. All such skills must be planned, taught and practiced.

Another area needed in educating for leisure is that of dealing with value and attitude clarification. As stated previously, we cannot defend teaching our own leisure values and attitudes. We can defend developing in people a sense of their own leisure values and attitudes. Such clarification we should be doing with our own students. Until students are actively involved as participants in a very similar process, they will be less likely to be able to deal with other people from that frame of reference. This needs to be a part of our own programs since we know people tend to deal with other people as they have been dealt with.

Students interested in leisure education should also be involved in learning to establish learning environment and experiences rather than in perfecting teaching techniques. When the focus is on teaching techniques, one tends to focus on flexing his own intellectual muscles and showing off his own skills. The emphasis, in reality, must focus upon the

individual's learning, learning environment and experiences, if we are to educate for leisure. I want to share something with you. I think my students jarred me this year during a discussion on leisure education as much as I have ever been jarred. I had never really realized what we, as educators, have done to people in educational systems. However, it becomes painfully apparent when you sit and hear students react in the classroom to the word, "Education" and what it means to them. So we must look at what we are doing in and through education and I don't mean only public schools. I mean colleges and universities, also.

Students are to be educated for leisure, they must also know informal educational techniques. We identify all areas in our leisure services systems that lend themselves naturally to informal education and then be able to implement them within our own systems.

Professional preparation in leisure education must involve contact with educators. Our students should have contact with teachers, children, and other groups with whom they will be working. I know that for most of you this is old hat but think of the number of places where students go through an entire professional preparation program and never have such experiences. Another area that should be incorporated into training programs is that of educational trends, issues and concerns.

What goes into a professional preparation program in leisure education? What goes into the content? I don't know. But I think Don Rapp gave us a good guideline last night when he challenged us to get away from the, "one and one equals two" type of thinking and try and come to the, "one plus one makes eleven" orientation. If we use this concept as our vantage point, we can do the job.

II

AVENUES FOR EDUCATION FOR LEISURE

DISCRETIONARY TIME EDUCATION: CURRICULUM PERSPECTIVES

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THE PROBLEM OF TERMINOLOGY

The First Annual Conference on Leisure Education may not be an appropriate place to challenge the terminology being used to identify this new area of concern, but it is important that you know the scope and sequence (the parameters) of the concept which you champion. I would challenge you to stretch your thinking, to force other educators to stretch theirs and by so doing to stretch the curriculum of our schools. If you accept this challenge, the term discretionary time education may be more appropriate than the term leisure time education for what I hope you are about.

That which we develop is often limited by the words we have used to define it. Leisure time as a term and concept may limit us in conceptualizing the real educational needs to which we must apply ourselves. In our culture, men tend not to see the real power of time and their need to consciously control and use that power to their own betterment, joy and well-being and to the improvement of this society and the world in which it exists. We must somehow, somewhere learn to consciously and conscientiously decide how to use all the time available to us for work, play, family interaction, self-renewal, spiritual growth, and cultural development. All time is discretionary time, but not all time is leisure time. A curriculum for leisure time education is not enough. Do we wish to stop there, or are we willing to take on the larger, more important task

suggested in the term discretionary time education? Even if you perceive leisure time more broadly than I have suggested in the previous statements, we must all be aware that the term leisure time connotes for many "time for play--the unimportant part of any day." Hence, leisure time education will be seen by many as tangential, an appendage to the primary business of schools, and the problem of integrating it into the curriculum will be sizeable.

PRESENT AND FUTURE PROBLEMS WHICH SHOULD INFLUENCE OUR THINKING

A curriculum of as well as the need for discretionary time education is influenced by the problems presently confronting our society and those which can be seen on the horizon. Among those of which most of us are aware are the following:

1. The continually lessening and changing work week. A year or more before our present economic crisis, over one hundred companies in this country had shifted to a four-day work week and another one hundred eighty were considering such a move. Recently, several major corporations have given employees the option of self-scheduling, daily and weekly.

2. Present and future unemployment conditions. Of course we are experiencing unemployment in excess of eight percent nationally and considerably higher in some areas due to the economic recession now upon us. But as early as 1970 key persons in our large technologically-oriented industries were willing to admit that computerization and other technological advancements would lead to large scale unemployment not just job displacement. Indeed, they predicted national unemployment statistics of 8% by 1978 without economic depression. Recently, officials in the United States Bureau of Standards have declared that we can expect robots to take over many menial occupations by 1980.

3. An older population living in retirement. Our decreasing birth rate together with the advancing ages of those who were products of our last "baby boom" following the Korean War, present retirement policies and plans, better health care in our culture and extended life spans suggest a time in the near future when a large percentage, perhaps a majority of our population will be living in retirement from their primary occupations. It is interesting to note that divorce rates are presently higher among this segment of our population than any other.

4. Personal dissatisfaction with jobs both present and future. We are already experiencing dysfunctional relationships between many individuals and the jobs by which they make their livings. Lack of personal fulfillment, boredom, and frustration in daily job routines are evident in present conflicts between management and labor, work stoppages, absenteeism, increased drug usage and alcoholism among assembly line workers and junior executives alike. Men and women alike find themselves in jobs which they do not like, yet must continue for the remuneration provided. There is every likelihood that this condition will persist and grow in light of what we can predict regarding job availability, numbers in the potential work force and ascending levels of education in the culture.

5. A job-oriented society. It is essential that we attempt to remedy now in this culture one of the historical problems we have created for ourselves. We have been a job-oriented society as exemplified by the fact that the first question we ask a new acquaintance is, "What do you do?", by the fact that we ask even young children, "What do you want to do when you grow up?", and by the fact that we try to establish status first of all through our jobs. For example, "I'm Joe Blow, President of Aztec Industries."
In light of present and future conditions, it is time that we help people make a distinction between a man's job (that means by which he makes his living) and his work (a lifetime endeavor or series of endeavors which bring him personal satisfaction and personal growth). Our work may be paid or unpaid. It may be pointed toward personal, familial, community or society improvement or renewal. It may be something that previously has been seen as avocational or recreational or something quite apart in other ways from our jobs. Helping people to make this distinction between job and work and helping them to establish works may be absolutely essential to the mental health and well-being of individuals and to the progress and overall health of our society.

6. A lack of cooperation. We have long been a competitive society. Most of our traditions, institutions and relationships evidenced our dependence upon competition as a way of life. Yet now in the '70s and beyond, we face international and domestic problems which, if they are to be solved, can be solved only through cooperation. Those who work in education are typically uncooperative. We are products of our system. Yet somehow we must find ways to teach cooperation. Nelson and Kagan, in a series of studies over some four years, have found that the only children who by the age of ten would rather lose a game than cooperate to win it are children from the United States.

7. Time utilization as a communication device. The ways in which we organize and use time often speak more loudly than the words we use in communicating with those around us. Those of us who teach at any level are aware of this--I hope! But even more important to our considerations here is the fact that we must teach people how and why and when and where and what time, the decisions we make about it, and the ways in which we use it communicate.

These seven considerations may be far more encompassing than those who first developed the concept of "leisure time education" set out to consider but unless we consider these present and future problems, we will be making all over again the mistake of tacking something else on the curriculum of our schools, a new appendage. Again, we will be broadening the curriculum, but not deepening nor integrating the experiences of the learner, enabling him to cope with the totality of life. If we choose to deal conceptually, developmentally, programatically with these problems as well as our concerns for the individual's health, fitness, recreation, and his ability to make decisions related to these areas of life, there are implications for curriculum, both the curriculum of discretionary time education and the integration of discretionary time education into the broader curriculum of our schools.

SUGGESTIONS FOR CURRICULUM DEVELOPMENT

1. Your definition of curriculum is important. One definition of curriculum is "the sum of the formal and informal experiences encountered by the learner in the context of the school." If, instead of this sort of process definition of curriculum, one sees curriculum as content or disciplines, discretionary time education won't get far.

2. If we accept a process definition of curriculum, we must then project two aspects of curriculum--that which is planned and that which occurs. While it is true that this distinction is important to any curriculum area, the distinction may be vital to implementation of discretionary time education, for in the gap which exists between planned curriculum and

the real experiences of learners is actual discretionary use of time. It is important that those who plan curriculum for discretionary time education find ways of monitoring and assessing what happens within both aspects. At least some congruency between what is planned and what occurs is desirable, but it would seem that some incongruence is also appropriate if we are successful in teaching people to exercise individual judgment and new attitudes toward discretionary (or even leisure) time. Figure 1 below presents the elements of this discussion. In short, the problem posed is that of monitoring both planned and unplanned curriculum processes and outcomes. Without effective feedback relative to both aspects, information on which to develop

CURRICULUM	CURRICULUM
PLANNED	OCCURRED

FIGURE 1 : TWO ASPECTS OF CURRICULUM

the curriculum further and/or evaluate the success of present programs is limited.

3. Curriculum has more than one dimension. Indeed, it can be suggested that curriculum in any area has three major dimensions which can and should be developed - skills, common learnings and exploratory experiences. This multidimensionality attends to the old problems of scope and sequence and holds implications both for developing and curriculum

of discretionary time education and for integrating discretionary time education into the ongoing curriculum of existing educational agencies and institutions.

Perhaps, it is easiest to understand the multidimensionality of curriculum by comparing it to the needs and wishes of individual learners. When we consider what to teach the individual we are confronted with three basic questions:

1) What does he need to know to survive in the world in which he must live?

2) What would we like him to know? (What do we as professionals think he ought to know in addition to survival skills?)

3) What does he, the learner want to know?

If we look at the curriculum for English or social studies or mathematics or discretionary time education with these three questions as guides, the problem of curriculum development should be a little easier.

What the individual needs to know to survive in the world outside our program may be equated with skills which must be mastered. Many present programs have done little to identify real survival skills and perhaps less to see that these are mastered by every participant somewhere along the way.

Once we have identified the skills to be mastered based on the needs of the individual in the world at large, we probably will be surprised to find that not all the time available to us is needed for skill development. As professionals, we are then free to talk about other things we would like to teach, other experiences to which we would like to expose learners. This category of experience may be classified as common learnings. Notice, however, that we are identifying here experiences to which we would like to expose the learner. Exposure is not mastery. Certain skills are crucial; many common learnings are

desirable but not vital. This dimension of the curriculum requires less time than skill mastery. It suggests different instructional techniques, less reinforcement and repetition as the organizing curriculum vertically). It implies different measurement and evaluation techniques.

Historically, we have been concerned about the interests, wishes, desires of the individual learner in the educational process. However, we have not provided adequately for these in the curriculum. A multidimensional view of curriculum suggests that there will be time available for individual exploratory experiences. These cannot be totally planned or programmed by either curriculum designers or instructors. If they really are to be exploratory experiences, only the time and opportunity for developing the experience can be provided in initial planning. The learner must bring the ingredients to the experience.

Ultimately, the curriculum model for discretionary time education suggested here resembles Figure two on the following page.

This view of curriculum also offers implications for implementing

SKILLS (NEEDS)	COMMON LEARNINGS (OUGHT TO HAVES)	EXPLORATORY EXPERIENCES (INTERESTS, DESIRES)

FIGURE 2: MULTIDIMENSIONAL CURRICULUM FOR DISCRETIONARY TIME EDUCATION

discretionary time education into the ongoing curriculum of schools. It is very unlikely that educators will be willing to give up time now devoted to mathematics skills or science skills or language arts skills to some new "innovation." It is also unlikely that they will be willing to discuss discretionary time education if they perceive that it will

take away time now given over to common learnings in traditional areas of the school program. However, insertion of new program to provide exploratory experiences offers more potential for dialogue. At the same time, those engaged in developing curriculum for discretionary time education can and should look for relationships to more traditional curriculum areas in any of their dimensions. Eventually, some integration of curriculum experiences for learners may result.

4. A multidimensional view of curriculum dictates some strategies for implementation. If discretionary time education is implemented into current educational programs as exploratory experience, individualized instruction) with appropriate individualized materials) is a necessity. Simulation and gaming offer possible approaches. Independent study provides one feasible structure for some learners.

An examination of the three dimensions of the discretionary time education curriculum itself and the potential content within those dimensions indicates "plug-in" points for a variety of strategies and some global considerations as well. For example, it would appear that an approach similar to that used by Simon, Howe and Kirschenbaum in their work with values clarification might be appropriate to some facets of the discretionary time education curriculum since attitude and values clarification are crucial to this curriculum in all its dimensions.

In actuality, it should be pointed out that how we teach it cannot be decided until we decide what to teach. The strategy considerations offered here are offered primarily to underline the original contention that curriculum organization will ultimately contribute to definition of implementational strategies. To ignore that relationship destroys the potential impact of the curriculum on the learner.

There is much more that could be said about curriculum development and discretionary time education, and much more will have to be said eventually. But this is not the place to dump the "whole load." To those who are committed to developing and implementing this concept as educational practice, several related points should already be clear:

1. You must become knowledgeable in more than recreation, leisure time and related areas. To some extent, you will need to become knowledgeable in curriculum development, instructional design, evaluation design, learning theory and similar fields.

2. Nobody can be knowledgeable about everything. You will need to depend on "experts" in other disciplines, in curriculum development, in public school instruction to assist in the development of this new area if it is ultimately to be more than another appendage to our over stuffed educational programs and institutions.

3. You must become pioneers in the development of cooperative endeavors. While many of you with commitment to discretionary time education are not educators in the sense of public school teachers or professors of teacher education, you are educators enough to be poor cooperators. Yet the success of your venture depends on cooperation with other fields and disciplines.

The task at hand is a large and complex one, but one that should be addressed as our previous identification of present and future problems for this society suggests. You are to be complimented for setting sail.

RECREATION AND LEISURE SERVICE SYSTEMS AS AN AVENUE FOR EDUCATING FOR LEISURE

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During the conference we have heard that leisure education is a process through which an individual can learn to enhance the quality of his life in leisure. We have also seen that leisure education is made up of five component areas of self-awareness, leisure awareness, decision making, social interaction and leisure skills. Our task this afternoon is to look at the role of recreation, parks and leisure service systems as an avenue for educating for leisure in these five component areas.

As we have heard, leisure education is not only the responsibility of the American education system, but also of recreation, parks and leisure service systems. Leisure education also focuses on preschool individuals through persons who have retired. This fact should be kept foremost in our minds as we begin to think of the role and function of our service systems in leisure education.

Recreation, parks and leisure service systems are already involved predominately in one of the components of educating for leisure and that is a focus upon teaching leisure skills by providing comprehensive programs aimed at participant needs and interest. This is one area in which recreation and leisure service systems can and does address a very vital component of leisure education. Additionally, it is important to note that recreation and leisure programs offered through community recreation programs can and should aim at the total age spectrum and are not confined only to the kindergarten through twelfth

grade age population that the schools would be addressing.

One of the primary questions that arises in the development of leisure skills as a part of educating for leisure is that the question of, do we determine a person's needs and interest or do we facilitate avenues from which they can determine their own needs and interest? Looking at the statement of Dwight Rettie from the previous sessions, the most long lasting effects and approach which will aim toward more independent functioning is facilitating avenues from which people can determine their own interest, needs and ways and means of accomplishing and attaining individual's leisure and recreation goals. Rather than establishing objectives for participants in programs perhaps our focus should be upon enabling and motivating individuals to understand and establish their own leisure objectives and then helping and assisting them in attaining these leisure goals. Therefore, in terms of educating for leisure, one of the focuses of recreation, parks and leisure service systems should be upon developing more self-directed learners and participants. Our task in turn would be to facilitate systems of service delivery compatible with self-directed experiences as a part of our community recreation programs.

In terms of the self-awareness component of leisure education, again arises the question not as much of what new should we do, but how can this be accomplished. One of the ways is through a modification of the approach that is taken with participants who are involved in programs. This would necessitate a focus on helping participants to identify their levels of expectation for programs, activities and experiences; the level of satisfaction they attain from participation

in a variety of leisure pursuits, the identification of their current level of expertise in an area as well as their desired expertise in an area; the identification of realistic leisure goals which are compatible with their skill level and levels of aspiration.

Some of the avenues through which leisure education goals can be accomplished are, 1) Leisure counseling programs as a part of community recreation departments. Through leisure counseling the components of self awareness leisure awareness, social interaction and decision making can easily be facilitated, 2) Leisure-oriented activities. These activities are activities specifically designed to develop an awareness of leisure. Many of these types of games and activities may yet need to be developed. There are other instances, for example, in drama where leisure can be used as a specific content. Such an approach would suggest a theme of a favorite leisure activity as a point of dramatization or improvization. 3) Focus upon self-directed learning, instruction and participation as one option which can be available in community recreation programs. 4) Workshops for adults and young adults related to leisure and the quality of life. 5) Preretirement counseling and/or workshops for individuals specifically related to leisure as well as other aspects of retirement living sponsored by community recreation programs. 6) Making available, through all of the media, leisure opportunities in the entire community that exceed the bounds of our own recreation in leisure service systems. We can and should publicize all leisure opportunities that are available within our communities, surrounding areas and states.

Recreation, parks and leisure service systems have a very vital role to play in educating for leisure. We must begin now to identify how we can be a vital force and part of the movement to educate for leisure in order that individuals may enhance the quality of their lives in leisure.

THE MILWAUKEE LEISURE COUNSELING MODEL

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A "NEW LEISURE ETHIC" suggests that expressions of life style in terms of blocks of time for work, play and meeting creature comfort needs, with each block shifting in response to individual circumstances, may be undergoing a substantial change. Rather than filling time slots with the basic assumption that each starts with potential boredom, the new concept focuses on a continuum of developmental activity within a framework of human dignity. The new expression of life style then becomes a search for the quality of life, attainment of one's maximum potential and brings with it a greater concern for spiritual well-being. Senseless searching for material success at any cost, and often when attained the further pursuit of escape through drugs, fantasy and noise, lead only to the realization that one's personality may have been destroyed. Value judgments may have to change so work, play, education and creature comfort demands blend harmoniously. Freedom of the will and attainment of spiritual self realization demand controls from within as well as externally in the pursuit of happiness. There is little doubt that the significance of the leisure ethic whether expressed in terms of "time slots" or a new concept is becoming increasingly important to society.

One process by which true self realization may be met in the future is leisure counseling. Its major tool is the computer. The substance consists of an interest finder, a resource inventory and an activity

file. The special expertise required is the warm human element of an understanding counselor. Leisure counseling opens doors for those in the mainstream of life through a maze of locally available outlets. It assists those in special populations who are on the fringe of the mainstream but may be limite by physical, mental or cultural deprivation. It helps to ease the transition of the sheltered population in returning to the mainstream. Leisure counseling will surely become as commonplace in the future as are parks, playgrounds and recreation centers today.

Work on the development of what was originally called the "Milwaukee Avocational Counseling Model" began in 1967 with the "idea teaming" of Dr. Robert Overs and Dr. George T. Wilson. The original model with its highly developed classification system structured by Overs was used primarily in work with the handicapped. However, its potential for the mainstream population was quickly realized and the component of an interest finder was added to the inventory and activity file.

The model as applied to special populations continues to be referred to as Avocational Counseling by Overs but the term Leisure Counseling was used by Wilson as the model was applied to the mainstream population. Early assistants of Overs' were Weerts, Taylor, and Adkins. Mirenda, Rutkowski and Epperson assisted Wilson in the adaptation of Leisure Counseling model development.

The first public presentation of an early model was made at the Personnel and Guidance Association's national convention in 1969. Subsequent work was encouraged through a grant from the office of Health, Education and Welfare to Overs with Wilson acting as a consultant. The interest and financial encouragement of the American Alliance for Health, Physical Education and Recreation through its American Association for Leisure and Recreation, enabled Wilson to continue his work on the mainstream application with Overs as a consultant. Adding to the important

components of the model applied to the mainstream by Wilson were the of development of an Interest Finder by Dr. Mirenda and finally computerization of the mainstream model by Dr. Arlin Epperson. The practical laboratories for counseling were the Division of Municipal Recreation and Adult the Education, Milwaukee Public Schools; Curative Workshop of Milwaukee; and the University of Missouri, Columbia, Mo. The coordinated team now were Epper, Mirenda, Overs and Wilson.

Other individuals elsewhere also pioneered in the Leisure Counseling concept but with somewhat different approaches. Those sharing ideas with the team were Mrs. Patricia Edwards, Constructive Leisure, Inc., Los Angeles, California, and Dr. Peter Witt of the University of Ottawa. Mrs. Edwards is the author of "You've Got to Find Happiness. It Won't Find You."

This article explains the Milwaukee Leisure Counseling Model which is operative manually and is presently undergoing adaptation to computerization. The development and use of the model was an important factor in Milwaukee's receiving the 1974 National Gold Medal Award for cities of over 250,000 population in Parks and Recreation by The Sports Foundation, Inc.

The leisure counseling concept grew in response to three compelling human needs:

1. To 'open doors' for people in the mainstream of life, who for important and personal reasons, seek to raise the level of their potential through recreation/education outlets, most of which are available locally.

2. To ease the transition of sheltered persons who take the last step away from institutional care and the first step back into the mainstream of community living.

3. To provide opportunities for the special population, among the ill, aged and handicapped who are on the fringe of the mainstream or may be homebound.

Leisure Counseling can have an extended influence on people who make up the mainstream of human life. There are certain people--more so

than others--to whom a wise choice of activity is of critical importance. The best evidence of this is the increasing number of referral telephone calls to recreators by physicians, social workers, psychologists, and Mr. or Mrs. Average Citizen. One example concerns a middle-aged man with high blood pressure. To add to his woes, he's overweight and tired. He works twelve hours a day. He took the time to visit his doctor whose advise was simple, but not uncommon: "You need to slow down, diet, and take moderate exercise." He was referred to the Counselor where staff members were prepared to offer an appropriate program for physical fitness and to work toward his improvement.

Such available activity, suited to an individual's interests, abilities and needs, can be a means to refresh the mind and revive the body, in a word 're-creation.' The meshing of interest, activity and personality in the mainstream is not always a simple matter, however.

Some people are by circumstances removed from the mainstream of life. These are the sheltered and may include prison inmates, hospital patients, drug addicts, alcoholics and half-way house residents. Guidance for them must go far beyond that offered the mainstream and must have a genuine concern for the total individual. Too little is presently being done by professionals to effectively counsel the sheltered population. For example, who is helping provide leisure counseling to the prison inmate about to be paroled? In stages, work release centers located in or near home communities are helping prison inmates to readjust before institutional release. In the waiting period before being paroled, the individual is being readied for the labor market and simultaneously being helped to overcome other barriers of society. Another transition factor becomes equally or more important and that is using leisure effectively. While work release centers are rehabilitating the inmate

for the job world, a counselor should be able to provide a type of counseling that would enable the counselee to discover leisure needs, to assess potentialities and perhaps to help establish new objectives.

There are others, the special population, isolated in the mainstream of life--the homebound, the aging, ill and the handicapped are among them. All too often this segment of the community is neglected although they too have a right to attain a self satisfaction through appropriate guidance.

The key component in the model is the skill, expertise and warmth of the Counselor. A comprehensive and reliable interest finder helps insure greater effectiveness in working with the three populations served. The interest finder must combine the expertise of the counselor with the organization of the inventory and activity file and locally available opportunities.

There are few valid instruments to analyze leisure preferences. Scores based on answers to carefully worded questions might add up to an interest in scuba diving, but the client might live in a desert many miles away from any water. In order to meet practical needs, the total classification system must tie interest finding results to available resources in the community. Leisure Counseling is worthless if there are no locally available activities after interests are discovered.

A valid interest finder instrument has been developed by Dr. Joseph Mirenda under the direction of Dr. Wilson. The intent was to develop an instrument to be used as a guide to an individual's aptitudes; to tie the result to a classification of locally available community resources and activities; and finally to successfully deliver the services to the client. The pilot interest finder was given to 212 adults already engaged in activities of their choice. It was critiqued by the Department of Educational Research, Milwaukee Public Schools. Its format provided

for easy computerized tabulation of data and profiling for ultimate adaptation to use of an optical scanner and a terminal response.

The statements were carefully checked for proper wording and relationship of the underlying variables. To prepare for the final form of the interest finder, it was determined that ten items per category would be selected for a total of 90 items from the original 270 statements. This number was selected as the easiest to handle from the standpoint of the counselee and for scoring. The 90 statements were selected on the basis of high correlations. The range of correlations for the 90 statements was a high of .8707 and a low of .6231. It can be readily ascertained that the range of correlations for the statements used was high. In order to further determine if the statements were properly selected the final form of the instrument finder was given to the same population. Data was processed through the T-Stat program for a final check. Correlations for each statement were comparable to the previous ones so it can be assumed that the 90 items were properly selected for this locality.

The inventory and activity files are the other components of the leisure counseling model. Both can be used to advantage without the interest finder instrument but the model as used in Milwaukee fully uses all components. The file constantly adds new resources and activities as they emerge.

The inventory file is an 8" x 11" file coded to the classification system and includes an inventory from all sources available within the community with on-going research being conducted for new and additional leisure resources. The activities file follows the classification system to make retrieval of information about activities more functional.

The Leisure Interests Inventory and Activities file is designed to classify leisure activities systematically. The classification system is numbered from one hundred to nine hundred with each one hundred

section designating major categories of activities as listed on the interest finder. The nine categories are: Games, Sports, Nature, Collection, Homemaking (Homecraft), Art and Music, Educational (Entertainment and Cultural), Volunteer and Organizations. Within each section a further breakdown of activities is made. The second digit describes the type of activity; the third and final digit specifies the activities to a greater extent. The 9 digit is reserved for miscellaneous activities, those not elsewhere classified. For example: 100 indicates games in general, 110 indicates active games and 111 includes running games.

This entire classification system follows the Dewey Decimal and Library of Congress systems to enable a reader to quickly locate information on a given activity without searching the library card catalog.

This is a cross-reference system that helps locate and select activities within the total resource of the community. The inventory file indicates where resources are to be found and the activity file explains the activities that take place at the resource in detail. The combined files can become a valuable fixed point of referral for any community wishing to use them for this purpose. Smaller communities will use the manual process; larger cities or metropolitan areas will find the classification system an effective means of organizing data on resources and activities. If the capability for computerization exists such use will save time and dollars.

The Milwaukee Leisure Activities file includes the coded list of activities. Narratives in the file may include data on such items as participation, equipment needed and accident rates. In addition to the narratives, there may be lists of environmental and socio-psychological

factors noted for each activity. For the special population impairment limitations and energy expenditure estimates may be included.

The possiblity of developing a community-wide telephone information service about leisure activities may also be tied in with the file resource. The Milwaukee leisure counseling model has been designed for adaptation to a computer. The use of a scanner is essential in profiling the interest finder if a large number need to be scored and profiled. Through the use of scanners and terminal stations, a fixed point of referral for a large city or metro area could be accomplished. The optical scanner scores and profiles the interest finder and a terminal helps to instantaneously locate the resources and activities available. The counselor or counselee can then, with the patron, select those activities suggested that meet patron convenience criteria such as day of week, cost, location, and others. The counselor must understand the concept, the components and the total computer operation if a computerized model is used.

The counselor must also be able to train others to assume a counseling role. As vocational and other counseling is frequently done by others than Counselors so leisure counseling may also be done by others. The role of the counselor now and in the future appears to be that of a professional and technician specialist multiplying his/her services to reach the greatest number of patrons possible.

A more detailed explanation of the Leisure Counseling Model may be obtained in media kit form from the American Alliance for Health, Physical Education and Recreation, American Association for Leisure and Recreation, Publications office, 1201 Sixteenth Street N. W., Washington, D.C. 20036. The price of the kit is $4.50.

III

PERSPECTIVE

THE REALITY OF IT ALL

Mr. Tay Green

Governmental Relations Coordinator

Florida Teaching Profession

I am pleased to have the opportunity to present some thoughts at this conference on leisure Education. My topic is "The Reality of it All." William Glasser, in his book Reality Therapy, associates mental health with the ability of an individual to accept reality. He takes the position that the further a person is removed from reality the greater their degree of poor mental health. Following this supposition: A man who thinks that he is Napoleon is ready for a mental hospital, unless, of course he really is Napoleon. On the other hand, I would use the same analogy to describe an individual who is attempting to bring about social or educational reforms without political involvement. I fit into the latter category before becoming involved in the political arena as director of the Senate Public Schools Committee here in Tallahassee. My experience during that period of time changed many of my attitudes towards politicians and the political process. I gained an increasing amount of respect for politicians who, by and large, struggle manfully in a difficult process and sometimes actually succeed.

Unfortunately, when you prepare to deal with long term issues you find that we have a short term political process of planning and budgeting. This process leaves educators, legislators, and the executive branch of government frustrated. One only has to observe a legislator, who is elected every two or four years, attempting to deal with a program projecting from five to ten years into the future to observe the conflicts involved. However, I am convinced that through imaginative, professional

input, at the local, state and federal levels, that the life style of children and their parents can be immeasurably improved. The chances for even further significant achievements lie immediately ahead if we in education learn to utilize wisely the political process.

Some individuals and perhaps some groups would refute the above statement citing our many problems and citing the political process as the causation factor. It is indeed regrettable that those individuals fail to grasp the full meaning of our system. They lack the basic knowledge of how they as individuals and as groups can influence the system. The legislative process is not the only way to bring about educational change. Perhaps it is not the best way since the educational system is forced to comply with the law rather than agree with it. Yet, the legislative process is essential to effectively implementing educational change from the standpoint of fiscal resources.

No doubt, the best way to effect change is through collaboration within the group that wants the change produced. That group then must accept the awesome responsibility of communicating the desirability of change both to the educational community and the legislative branch of government. The group can best work through an organization with a power base. A unified group communicating to a legislative committee or a division of the State Department of Education employing collective power can be very formidable. An organization is much better equipped to generate letters, telephone calls, telegrams, and personal contacts to their audiences to let them know the public acceptance or rejection of a particular issue. Also, an organization is capable of providing publications and informational services that deal with the issue at hand. Individuals within such an organization are much better equipped

to keep in touch with educational trends and legislative happenings, that catalyst so necessary for a united stand on an issue.

Leisure Education is the issue here and Leisure Education Professionals are in the process of developing comprehensive leisure education programs. The professionals believe that Leisure Education can be utilized to enhance and enrich the lives of each individual member of society.

Support for the professional's position may be found in the cardinal principals of education, the goals of education adopted for the state of Florida (and perhaps other states), the National Statistics on crime, delinquency, and mental health and more importantly, in the non-materialistic nature of man.

Willis Harmon, Director, Educational Policy Research Center, prepared a paper for the United States House of Representatives. The title of the paper is "Context for Education in the Seventies." In this paper, Harmon speaks of modern man's revolt against the subordination of human experience to the economic processes of the consumer society. High on his list of objectives of modern man is to have opportunities for achieving personal fulfillment and to make a contribution to the welfare of mankind. The paper, in my opinion, establishes an excellent philosophical base for Leisure Education. Here is a direct quote that should interest you.

> "The kind of educational system and educational goals a society sets up, the way it handles the problem of poverty, the priorities it gives to aesthetic considerations, the extent to which it considers its citizens' need for easy access to communion with nature, the uses of leisure it fosters--all these aspects and many more are affected by the image of man held by society. Currently, in our society these potent emerging forces push for a change in that image, in the direction of transcendent man."

The above point may not be considered relevant by Leisure Education professionals. However, if Leisure Education is to become a reality, no

task is more urgent than that of conducting and reporting research to substantiate the professionals position. Having completed this task the Herculean task of communicating the results and the changes demanded must be undertaken.

I consider national policy and educational policy to be synomonous. The current policy that was so effective in developing our highly technological society well may not be sufficient for the survival of man. Therefore, I have used one of the systems of reproduction to illustrate a technique to influence national policy. On the chart before you, Leisure Education service professionals occupy the position designated by tails, the spermatids. To activate this system requires a thought by one party and cooperation by another party.

(Insert Chart Here)

Let's soar a bit and assume that each state in the union had this type of organization with a National Executive Control Center. Then success achieved by any one of the states would greatly enhance the prospects of success for all the other states.

A key factor in this system is the EDUCATION COMMISSION OF THE STATES. This organization, in my opinion, stands out as the most effective organization for bringing about educational change. All of the states participate through their most effective educational and political leaders. If you are not familiar with this organization, check it out. They have an excellent track record for influencing state legislatures and the U.S. Congress.

Organization and structure are important; however, the action you take after that decision has been made has to be the key to success.

At this point, I want to change emphasis and present for your consideration some guidelines for political activities. I do not consider

the guidelines to be complete; but, perhaps they will serve as a beginning.

A. Decide on limited realistic goals. They can be expanded as your capabilities expand. Be sure that what you wish to achieve is feasible within a time frame. Remember that success nor failure is a permanent condition in the political arena. Many organizations make the mistake of attempting too much too soon. They will attempt to deal with too many issues in one legislative session. No respectable professional lobbyist will concentrate on more than two bills during any one session. Other bills may be introduced as trial balloons to be revisited in subsequent sessions. However, concentrate your efforts on one or two bills of higher priority. Also make sure that the bills are introduced before the legislative session begins. Bills introduced after the session is underway often fail to reach either house of the legislature and may die before being heard by a single committee.

B. After choosing a specific goal, weigh all possible approaches. Before you decide on which strategy to employ, consider the universe of alternatives. Careful examination and analysis of techniques should be considered ahead of time. Build in an appropriate amount of improvisation and responsiveness to changing conditions. Avoid getting locked into one approach that may prove to be disastrous. After a bill has been prepared, one of the most important decisions to make is who and how many sponsors you will attempt to get. When selecting a sponsor the following points should receive careful consideration:

(1) Power - determined by position and logistical expertise.
(2) Recognized expertise in the subject matter of the issue.

(3) Party affiliation - It is important here to maintain balance. It is always best to have a companion bill with the primary sponsors representing the two parties.
(4) Number of co-sponsors - On some issues you will find it possible to have a large number of co-sponsors. Where possible, get committee chairman as co-sponsors.

As your bill moves through the committees, no doubt, there will be amendments. Where those amendments are acceptable to you attempt to have both bills amended. On the other hand, if one of your bills receives an unfavorable amendment, make every attempt to maintain the other bill in tact. The difference can be resolved on the floor of either house or in conference.

C. If your goals are to serve the public interest be sure they are perceived that way by the public. Always involve people from each separate political community. Good public relations are essential to political success. The people directly affected must be constantly informed of the goals, activities, problems, and accomplishments.

D. Do your homework. Do not overlook the importance of keeping records during the legislative session. These records can keep you on task for the current session as well as subsequent sessions. Be sure that any data you present is well documented. Under no circumstances should you permit anyone to appear before a legislative committee that is not well informed. For the most part educational research is difficult to present to legislative committees. The data that you present to a legislative committee should be brief and speak directly to the point at hand. Committees are not interested in all the variables presented by scholars in the interest of intellectual honesty.

E. Since political success or failure is not a permanent condition

plans should be made for the continuation of your organization. For your political success to have a healthy long life, growth within your organization must be constantly nurtured and plans provided for recruitment and training. Every year is a legislative year. If you fail to accomplish your goal in one session, regroup, correct your mistakes, and return to the fray. Conversely, if you do achieve your goal during a particular legislative session, you should be prepared to protect your gains in subsequent sessions.

F. Don't forget your allies. You have political support. Your task is to identify that support and employ it effectively. Exercise caution here. You do not have to become involved in trade-offs or public announcements. However, when you can say "yes" with the full support of your organization, do so immediately. The cases where you have to use blunt integrity and say "no" are rare indeed. Remember your allies are constantly changing. Do not alienate or cease negotiations with any group.

G. It is essential that you have intact and usable channels for receiving and sending information. You must also be able to process that information. In other words, get the information to the appropriate place, at the appropriate time, and to the appropriate audience. Do not waste energy needlessly. If you want to influence the individual legislators on a particular committee the most effective tool to employ is a response from their constituents. In addition, you must exercise a type of executive control that will allow you to focus on relevant information and control impulses and emotions. It is not uncommon to make mistakes about a legislator's stand on an

issue. He may, for instance, vote against your bill because the bill is about to fail. His purpose may be to record a negative vote in order to have the committee revisit the bill at a time when enough positive votes are present to effect its passage. Premature response from your organization in this event would cause much damage.

H. Know your legislators. Biographical data is available on each legislator. In addition to this, an effective organization should develop and maintain individual files on legislators that contain more comprehensive personal data than would appear in the aforementioned biographical sketches. One person has identified the following as common characteristics of legislators: aggression, hostility, over activity and individualistic thinking. Of those characteristics, aggression is by far the most diffucult one to deal with.

Elaine Morgan in her book The Descent of Woman has this to say about aggression, "As a popular form of arousal it rivals sex. It invigorates; it gives a sense of well-being and increased stature; it is immediately emotionally rewarding. It can be secondarily rewarding, too, because people who behave aggressively tend to get more of their own way than people who don't. For these reasons there is a strong tendency for people (both male and female) to seek out and repeat situations that arouse feelings of aggression in them, or to return to them mentally and rehearse them over and over in their minds so that the delicious shot of adrenaline will once more flow through their veins. To put it in the simplest terms, aggression can be addictive. We have no need to visit a chemist or use a hypodermic in order to inject into our bloodstream

a dose that can blow the mind. We have a do-it-yourself kit. And in dealing with our friends we do not seek to damp down this tendency as automatically as we seek to damp down fear. We more often feel it as an act of empathy to stoke it up: Yes, I don't blame you...It's outrageous...I don't know why you put up with it...He ought to be shot. Only after a man has had his first coronary will his doctor suddenly put this stimulant on the dangerous-drugs list, saying, "Cut out the whiskey and don't let yourself get worked up." The patient may be able to get help with his drink problem, but nobody has yet found an Aggressives Anonymous.

I really don't know how we can make the best use of this information. However, it would appear that a logical approach would be to attempt to get the legislators to identify closely with your group and direct their hostility and aggression outwardly in a different direction.

I. Avoid where possible conflicts with the executive branch. Before a bill is introduced check with the executive divisions that may be involved and attempt to work out any differences you may have. The executive branch has been compared to make lions in one respect. Lions establish the perimeters of their territory by urinating on bushes. When bills threaten the executive branch's established areas of control they appear before legislative committees and do battle with the bill. Legislative staffs have traditionally referred to this as "spraying" the bushes. Whatever, they can be very effective in killing bills. Don't do battle with them unnecessarily.

J. Remember your strength and power can be equated with your unity. Work out your differences within the family before you become involved with a legislative issue. Also, when hostile encounters between members of your group cease, your aggression may be directed outward, against the enemy. Therefore, receiving the rewarding sensation of hostile arousal along with an even more rewarding sensation of love, for the solidarity with, your brothers in arms.

K. Assist with clarification of legislative intent. The executive branch has the responsibility of activating legislation. Assist with the preparation of letters of inter . Your program could be destroyed by the interpretation of the executive branch.

IV

SUMMARY

NATIONAL LEISURE EDUCATION CONFERENCE: A SUMMARY

by

Roger A. Lancaster

Executive Secretary

Society of Park and Recreation Educators

National Recreation and Park Association

If any of you have tried to summarize a conference before, I know you will appreciate some of the difficulties that I have encountered in preparing this address. When Dr. Mundy contacted me to ask if I would undertake this task, I felt something like Moses must have felt when God recently came back down to earth and said, "Moses, I have some good news and some bad news. I understand that you and your People in Israel have been having considerable difficulties with the Arabs." Moses said, "Yes, we have." And God said, "Well, the good news is that I think I can help you. I'm going to repeat my actions of many years ago: I'm going to infest the land of Arabia with locusts which will eat their crops; their cattle will die and will lie rotting in the fields; and I'm going to infest the country with plague and the people will have to leave the country and this land will be free for you to use." Then He said, "I'm also going to part the Red Sea like I did once before and let you cross." Moses said, "Great!, but what's the bad news?" And God said, "Well Moses, your first task is to write the Environmental Impact Statement."

For those of you who are familiar with the scene in Washington, the whole environmental impact issue is a topic of much discussion. As a matter of fact, a job market is developing for people who can write such documents and, if you have ever seen environmental impact statements, you will understand some of the reasons for my previous remarks. So, I feel somewhat like Moses in preparing this summary. My most recent experience in doing a summary was at the

SPRE Two Year College Institute in Denver last fall. I stayed up until all hours of the morning doing work on the summary and then, believe it or not, I overslept and woke up about five minutes before I was supposed to be at the podium. Thank goodness Jean scheduled me for 11:00 this morning and I was able to get up in time.

When summarizing a conference, you look at the conference from a point of view which will determine whether or not the conference met the purpose it set out to achieve. I think we've achieved our purpose. We have begun in a very small way to develop an awareness of this thing called "leisure education." I hope that the people here who are the educators are now more aware of their role; that the park and recreation practicioners who are here are now more aware of their role; and that the students who are here have an awareness of what they're going to have to be involved with in the future.

Concerning the discussions that took place, there are some of you who can, again, take off on the "good news and the bad news" joke. There were some good things that happened but I also think that there were some, for lack of a better term, "bad" things that happened. I think these bad things are the factors of reality that Tay Green related. These are the realities that we may have to face and face very soon.

Let me deal with the good things first. I think we were made acutely aware that Leisure Education must be a process, not a content area within a curriculum. Heaven forbid if we ever get to a point that we think the best way to effect Leisure Education is through a course entitled, "Leisure Education, 12." My home province of British Columbia, Canada, instituted a twelfth grade course known as Community Recreation 12. I suppose this was a start, however, because of the attitudes that some of the teachers seem to have in approaching the course, they are running into some real problems. These problems are very much related to the role of the Park and Recreation Professional who develops recre-

ation activities as an apology for something. I hope that we have developed an awareness that Leisure Education must be viewed as a process. I think we have also become more aware that Leisure Education is concerned not only with cognitive and psychomotor development within individuals, but is concerned with the affective domain as well. In essence, the whole area encompassing attitudes and value systems has to come into play because, again, it's one of the realities.

We've been told, correctly, that the development of programs affecting the affective domain is a difficult task. Before coming to NRPA I was involved in some curriculum development at a community college, we were going through the behavioral objectives route and developing a modular system of instruction. As we were defining specific objectives, we experienced some real difficulties in trying to put into overt behavioral terms our attempts in the realm of the affective domain. Anyone who has gone through the task of developing a behavioral objective in the affective domain, can appreciate the problems. For instance how do you quantitatively measure qualitative attitudinal changes that have taken place in a person? It can be done, but it is very difficult. We may find that this is one of the most difficult areas in terms of developing Leisure Education within the school system.

This week we were also challenged by our speakers to demonstrate that Leisure Education is pertinent and essential to the quality of our lives. This is a monumental task. If you look at the decision makers of our country; their attitudes and value systems, you will find that they are still very much imbued with the whole concept of the word "work." I'll elaborate on that later.

As Tay Green brought out extremely well, we also have a challenge to begin to solicit support from the community at large. We are talking here about a grass roots movement. It has been my experience that many decision makers will not listen to professionals, but they're willing to listen to citizens. In how many states in this country, have professional park and recreation people

had success in getting certification plans into the legislatures? Park and recreation groups are professional groups, but they are viewed as being self-serving. This is a posture we must be very careful to avoid. This week we heard suggested strategies for development of our own plan of attack and I think that Tay Green gave us some very valuable ideas as to logical avenues of approach in the political arena.

In her speech, Dr. Mundy went further into the whole area of Leisure Education as a process: A process by which an individual may be helped to know himself/herself better, and all persons better. Dr. Mundy stated that we have to help individuals make decisions about leisure, their own leisure, and to help them see the outcomes of those decisions. In future sessions we can become more involved with the process. As Park and Recreation Educators, we were challenged to reemphasize the whole area of human development in terms of dealing with students. In essence, perhaps we should start practicing what we preach.

Do many of us act, and I quote, "in a humane way with our students" or do we treat them as unnecessary evils? What I think Dr. Mundy was saying is that we must try to develop within our students, and within ourselves, a humanistic ethic and that unless we have the humanistic ethic, we may not be able to develop a leisure ethic.

There have been many other good ideas presented in our conference but time prohibits me from summarizing them all. One final important one, however, is encompassed in Tay Green's excellent guidelines for political action. These guidelines relate to the comments I made earlier about the need for a grass roots approach. Now, let's take those guidelines and follow them.

As I stated earlier, there were some "good" and "bad" things about our conference. The "bad" things included those speakers (I would quote them but I do not wish to offend anyone) who referred to leisure education in relation

to refreshing oneself after work. I heard some speakers say recreation is not involved with human development.

I got the distinct impression that some of our speakers felt that Leisure Education is something that should be included in this umbrella thing called "Career Education." As you know, "Career Education" is suppose to help an individual lead a better life. Help the individual lead a better life, yes - but why put the word "career" in there? The title implies to many people that Career Education means educating for work.

In one of the small discussion groups, one of the speakers said that, for many adults it's not what you do, but getting the time to do it. I think we all tend to think that because we are adults we have no discretionary time and therefore have no leisure. If many of us were to do a time study of our own lives, we would find that many of the things we do in leisure tend to be things associated with work. We fail to recognize that as being time in which we're free to make choices. I'm concerned with this outlook. Politicians, for instance, are very much ingrained with the work ethic. I find it humorous to hear politicians arguing because the employment rate in this country is at 8% for I'm reminded of a Canadian Recreator named John Farina who said that he could not understand why the Canadian government was concerned about an unemployment rate of 8%. He thought the level of unemployment was marvelous and that it should probably go higher. He based this on predictions that, at the present time, we only need 5% of our total labor force to keep us at the present standard of living; providing we put all of our available technological knowledge to use--and that by the year 2000 this will be down to 2%. Farina felt that unemployment was positive and that we're well on our way to a time when people will be literally free and perhaps be in a better position to improve their lives. To be, as Dr. Jean Mundy said, "masters of their own destiny." Politicians are distressed about people being unemployed and this leads me to

think that we may have some real battles from that arena. Looking positively at unemployment is contrary to "motherhood and apple pie." Another area in which it will be necessary to deal with politicians is evidenced in the state of Maryland, where some real battles are taking place within their educational system. The system has included areas of behavior modification. Behavior modification is one of the things we are talking about when we discuss the affective domain. In changing attitudes and value systems, we're modifying behavior. There are some heated discussions taking place in Maryland among parents, politicians, and other decision makers--should the school system be involved in behavior modification? We have to be very careful in approaching politicians and parents and be very explicit in terms of what we are planning to do in relation to little Johnnie, Mary and Susan.

I have some other personal concerns that I would like to air. My first concern is that the one thing lacking in this conference is input from the park and recreation practitioners in the field. How many people here are employed in a leisure delivery system within a community? Put up your hands. I see only two people, and yet those people are going to be the ones who are going to carry a great deal of the burden once we have, quote "Leisure Educated" the people. It is going to be the practitioners in the community, and in the community agencies who are going to have to provide many of the services that the "leisure educated" people are going to demand. I wish to make a few remarks concerning leisure delivery system people and, I suppose, in a sense it's a good thing that practitioners are not well represented here because they might be offended.

Many of us in the park and recreation field are concerned about our ability to react to social issues; Leisure Education is a social issue. Our track record in this whole area is relatively poor. Two of the former professionals in our field, Dr. David Gray, California State University at Long Beach and

Mr. Seymour Grebin of Los Angeles recently completed a paper entitled Future Perspectives in which they chart some of the directions that our field must take if we are to effectively deal with the problems that confront us. In their discussion on the state of the art, they conclude that the contribution of the Park and Recreation field has been minimal in terms of providing leadership for the main current of social progress in America. Allow me to use four examples: (1) we are unable to define our roles except within narrow or provincial boundaries and this has resulted, in many instances, in embarrassingly small budgets to support our services, particularly at the municipal, public level; (2) in most cities it is difficult to identify any community interest and/or knowledge of our movement or of our local leaders. One of the things I used to do when I was a recreation consultant with a Provincial government, was to go into a community and get a reading as to the status of the Park and Recreation movement in the community. I would stop at a gas station, on the outskirts of town, and I would walk in and say "could you tell me who the Park and Recreation Director is in the community?" You would be surprised at the number of gas stations that I stopped at in relatively small (3,000 population) towns in which the gas station owner did not know the name of the Park and Recreation Director. This experience told me a lot about the Park and Recreation Director's ability to communicate the message; (3) during the past ten years when change has symbolized our American life, we have neither kept pace nor have we led; and (4) we are not identified with the major problems and solutions which confront our total society. Instead of common faith with new and innovative pre-delinquency type solutions, we are, "copping out and joining in the cry for more police and police protection, and post delinquency solutions as the answer."

Let me ask Park and Recreation professionals in this room the following questions: (1) Pick any social issue in the community that you live in; drug -

abuse, poverty, unemployment, crime, and ask yourself, where did I stand on the issue and what did I do? I would hazard a guess that many of us did nothing. A few years back, out of the West Coast, when hippies were just starting to come in, there were some hippies sitting on a fountain in front of City Hall. They were contemplating as they admired the water coming out of the fountain, watching passersby. They were having a real leisure experience. The police came along and dragged them off to jail--for loitering. There was not one park and recreation person in that community who stepped forth and explained that the hippies were having a leisure experience. I had the opportunity to talk to some recreational professionals in the community afterwards and I asked them their opinion and they said, "it serves them right, those no good hippies." And yet those people were having a leisure experience; (2) What is the purpose of the programs that you run? Is it to promote the growth and development of the individual or is it something "to keep them busy" or is it to put in an annual report to show the politicians that the tax money was used for something, even though we really can't define that something? (3) What is your attitude regarding volunteers? Do you see them as having a <u>viable</u> role in your operation; do you believe that volunteerism may be a leisure experience. Or do you see volunteers as being a nuisance? I would submit that volunteerism is probably one of the greatest leisure experiences that many people have today - not from the point of view that it's a substitute for work - but because it allows an individual to be creative, to perhaps make some decisions, to create self-awareness, and to create an identify; and (4) What is your relationship with other human welfare agencies, such as the schools, police, social welfare agencies; etc.? Is it one of mistrust fed by the fear of having someone invade your territory? I hope this conference has taught us Park and Recreation people that there are other agencies who are vitally concerned about what we are doing

and are willing to cooperate.

I'd like to go on with some other concerns but suffice to say that I think we must come to grips with these issues if we really wish to make an impact on society and a real contribution to the quality of American life. I asked the previous questions because it is exactly these issues that must be confronted if the Park and Recreation Professional is to play a meaningful role in leisure education and the development of a "leisure ethic."

My second concern is that I think we have to be extremely careful in our explanation of leisure education to people; to avoid portraying the idea that we are against the "work ethic." We are not. What we are attempting to do is to make people aware that the leisure experiences of an individual are just as important as work experiences. Allow me to relate an actual occurrence exemplifying my reasons for saying that we must be careful about not being perceived as being against the work ethic. The NRPA is dependent on philanthropic funds and in the past few years we have had many people refuse to give us money because they thought that NRPA was getting up a program to destroy the work ethic. That is an actual fact, we've been told this. We're going to continue to run into problems if we imply that we are against the work ethic. We need to clarify that we are not against the work ethic, but that leisure is as important, and perhaps more important, to some individuals than work.

My third concern is with the whole area of behavior modification. There appears to be some very real negative reactions to educators dealing in this area and I think we have to recognize this concern.

Fourth, I have some real concerns about our ability, the ability of Park and Recreation Professionals, to be models. We have not the right to expect people to follow a leisure ethic when we, ourselves, are often "work-aholics" in our own dealings. We have to start showing the rest of the world that we

are leisure literates.

Where do we go from here? As Dwight Rettie said earlier, this should be the first of many annual conferences and you can count on NRPA for support. NRPA may not be able to be financially supportive at this point in time, but you can count on our other support because the leisure education process is one of the principal missions of NRPA for the next decade.

Where do we go from here? We need that grass roots action. Go back to your communities, send out the word, let's develop a plan of action, get your voting citizen involved. Create within them an awareness, similar to the one which has been created in you.

Where do we go from here? We have to start looking seriously for other individuals and professionals who need to be involved in the leisure education process. I think we may have to start to rely more on the tools and knowledge of other disciplines to help us in the educative area. We need the psychologists and the sociologists and the social workers and all of the other professionals who come into daily contact with the public because I think they are going to have to help us find the answers. If we don't find these answers in terms of: (a) measuring the effectiveness of what we do; and (b) sensitivity of an individual to an activity or leisure experience, then we may not be in business very long. Boards and commissioners are becoming very sophisticated and are starting to ask some pretty deep questions. It is irrelevant whether you had 500 people out to a little league baseball program; the paramount question is what happened to them as a result of the leisure experience? Why should thousands and thousands of dollars be spent on programs in which the value of the program is not expressed in terms other than, perhaps, it kept kids busy or kept them off the streets. I had a professor who told me once that if we wanted to use the rationale of "keeping the kids off the street," we might be better off pouring hot tar on the streets; it's cheaper and it will certainly keep them off the road.

Where do we go from here? I think each and every one of us must be willing to ask the question, "Am I willing to become politically involved and am I willing to get other people politically involved?" I hope you can say yes.

I'd like to close with these words. It's the motto of my undergraduate school, the University of British Columbia. "Tuum Est" - "It's up to You."

Thank you.

CONFERENCE PROGRAM

NATIONAL CONFERENCE ON LEISURE EDUCATION

Conference Program

REGISTRATION — Sunday, January 19 at 4:00-6:00 P.M.

Monday, January 20 at 8:00 A.M. in the Hilton Lobby

Monday, January 20, 1975

FIRST GENERAL SESSION — 9:00 A.M. Big Bend North Room

Chairman: Dr. Frances C. Cannon, Program Leader, Leisure Services and Studies, The Florida State University

Greetings: Dr. Jack L. Gant, Dean, College of Education, The Florida State University

Keynote Address: Dr. Tony Mobley, Chairman, Recreation and Parks, Pennsylvania State University; President, Society of Park and Recreation Educators

Topic: "Leisure Education and the Quality of Life"

BREAK — 10:00 A.M.

SECOND GENERAL SESSION — 10:30 A.M. Big Bend North Room

Chairman: Mrs. Ada Puryear, Administrator, Early Childhood Education and Basic Skills Development, Florida Department of Education

Speakers: Dr. Joseph W. Crenshaw, Chief, Bureau of Curriculum and Personnel Development, Elementary and Secondary Division, Florida Department of Education

Mr. Dwight Rhettie, Executive Director, National Recreation and Park Association

Topic: "Where Are We and Where Should We Be Going In Leisure Education?"

LUNCH — 12:15 P.M. On Your Own

CONCURRENT SESSIONS — "Educating for Leisure During Various Stages of the Individual's Life Cycle"

Participants will be assigned to one of the sessions listed, according to preferences stated in pre-registration or as space is available

1:45 P.M.

1. The Young Child
Tallahassee Room

Chairman: Dr. Virginia Green, Program Leader, Early Childhood Education, The Florida State University

Group Leader: Dr. Beatrice Carman, Director, Office of Child Development, State Department of Education, Raleigh, N.C.

Recorder: Miss Nancy Mabry, Graduate Student, Leisure Services and Studies, The Florida State University

2. The Preadolescent Child
Tropical Coast Room

Chairman: Mrs. Blanch McMullen, Program Administrator, Division of Continuing Education, The Florida State University

Group Leader: Mrs. Johann Chancey, Consultant, Early Childhood Education and Basic Skills Development, Florida Department of Education

Recorder: Miss Mary Hill, Graduate Student, Leisure Services and Studies, The Florida State University

3. The Adolescent
Space Coast Room

Chairman: Mrs. Betty Palmer, Assistant Professor, Leisure Services and Studies, The Florida State University

Group Leader: Dr. Mary Compton, College of Education, University of Georgia Athens

Recorder: Miss Pat Robertson, Graduate Student, Leisure Services and Studies, The Florida State University

4. The Adult
Big Bend Center

Chairman: Miss Sue Herndon, Supervisor, Tallahassee Recreation Department

Group Leader: Dr. Mary L. Pankowski, Assistant Director for Special Programs, Division of Continuing Education, The Florida State University

Recorder: Miss Doreen Miley, Graduate Student, Leisure Services and Studies, The Florida State University

5. Later Maturity - Big Bend South Room

Chairman: Ms. Margaret Lynn Duggar, Director, Senior Society Planning Council, Tallahassee

Introduction: Ms. Jeanne Brock, President-elect, Florida Council on Aging, Adult Education, State of Florida

Group Leader: Mrs. Joyce Leanse, National Council on Aging, Washington, D.C.

Recorder: Miss Faye Clark, Graduate Student, Leisure Services and Studies, The Florida State University

GROUP REPORT — 3:15 P.M. Big Bend North Room

ADJOURNMENT — 4:00 P.M.

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CASH BAR — 6:00 P.M. Big Bend North Room

BANQUET — 7:00 P.M. Big Bend North Room

Presiding: Dr. Janet McLean, Professor, Indiana University; Board of Trustees, National Recreation and Park Association; Past President, Society of Park and Recreation Educators

Speaker: Dr. Don Rapp, Associate Professor, Home and Family Life, The Florida State University

Topic: "Doing Self is REAL Doing"

Tuesday, January 21, 1975

REGISTRATION — 8:30 A.M. Hilton Lobby

THIRD GENERAL SESSION — 9:00 A.M. Big Bend North Room

Chairman: Dr. Jennifer Howse, Director, Technical Assistance, Florida Division of Mental Retardation

Introduction: Mr. Charles Kimber, Regional Director, Region II, Florida Division of Mental Retardation

Speaker: Ms. Doris Harr, Chief, Program Development Section, Developmental Disabilities, Department of Health, Education and Welfare, Washington, D.C.

Topic: "Leisure Education for Special Populations"

BREAK — 10:00 A.M.

FOURTH GENERAL SESSION — 10:30 A.M. Big Bend North Room

Chairman: Dr. Dwight Burton, Associate Dean, College of Education, Florida State University

Speakers: Dr. Ione Perry, Professor, Curriculum and Instruction, University of Georgia

Dr. Jean Mundy, Associate Professor, Leisure Services and Studies, Florida State University

Topic: "Professional Preparation . . . Preservice and Inservice . . . For Leisure Education"

LUNCH 12:00 Noon

CONCURRENT SESSIONS "Avenues for Education for Leisure"

Participants will be assigned to one of the sessions listed, according to preferences stated in preregistration or as space is available. 1:30 P.M.

1. The Curriculum Tropical Coast Room

Chairman: Ms. Lorraine Uli, Elementary Education, New Orleans

Group Leader: Dr. Russell French, Department of Curriculum and Instruction, University of Tennessee

Recorder: Miss Julie Dunn, Graduate Student, Leisure Services and Studies, The Florida State University

2. Leisure and Recreation Programs Big Bend Center Room

Chairman: Betty Gilkinson, Assistant Professor, Recreation Curriculum, University of Florida

Group Leader: Jean Fountain, Superintendent, Recreation Division, City of North Miami; President-Elect, Florida Recreation and Park Association

Recorder: Rick Smith, Graduate Student, Leisure Services and Studies, The Florida State University

3. Leisure Counseling Big Bend South Room

Chairman: Mr. Steve Rollin, Associate Professor, Counseling, The Florida State University

Group Leader: Dr. [illegible] T. Wilson, Assistant Superintendent, Division of Mu[illegible] Recreation and Adult Education, Milwaukee Public Sc[illegible]ol[illegible]

Recorder: Mr. Dick King, Graduate Student, Leisure Services and Studies, The Florida State University

GROUP REPORTS — 3:15 P.M. Big Bend North Room

ADJOURNMENT — 4:00 P.M.

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SPRE LEISURE EDUCATION COMMITTEE MEETING — 7:30 P.M. Big Bend South Room

Wednesday, January 22, 1975

REGISTRATION — 8:15 A.M. Hilton Lobby

FIFTH GENERAL SESSION — 9:00 A.M. Big Bend North Room

Chairman: Dr. Jean Mundy, Associate Professor, Leisure Services and Studies, The Florida State University

Speaker: Dr. Joyce Chick, Division Director, Division of Professional and Clinical Programs, The Florida State University

Topic: "The Two Sides of the Coin"

Speaker: Tay Green, Director ESAA, Project 505, Jefferson County School Board, Florida

Topic: "The Reality of It All"

CLOSING GENERAL SESSION — 11:00 A.M. Big Bend North Room

Speaker: Roger Lancaster, Executive Secretary, Society of Park and Recreation Educators, National Recreation and Park Association, Washington, D.C.

ADJOURNMENT — 12:00 Noon

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